1991-1992
DePaul University Bulletin
Undergraduate Colleges and Schools

College of Commerce
College of Liberal Arts and Sciences
School of Education
School of Music
The Theatre School
School for New Learning

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Editor: Gwyn Friend
BACHELOR'S DEGREE AT DEPAUL

Philosophy 5.

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CALENDAR

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VINCENTIAN CHARACTER

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DePaul University holds a number of beliefs about the nature of the human person. These determine the appropriate formal educative processes that lead to the Bachelor’s degree. Two perceptions give rise to these beliefs. The first is DePaul’s Vincentian and Catholic heritage. The second is DePaul’s relationship as an institution of higher learning in the City of Chicago to the particular student which it serves.

From its inception, DePaul has viewed itself as serving a heterogeneous grouping of students drawn from an urban metropolis rich in ethnic and social diversity, pluralistic in its cultural and religious heritage. DePaul students traditionally vary in age, academic preparation and qualification, and often vary widely in career goals. Indeed, changes in society at large are operating to enhance this diversity.

The University is also keenly aware that its campuses lie in a major cultural and business center. Over the years one of the great values of a DePaul education has been to benefit from the exchange between the institutions of the City of Chicago and the University. DePaul’s conception of an urban education has led it to create occasions and structures by which students can participate in the rich and varied cultural and business life around them.

These two perceptions have served to intensify DePaul’s long-standing conception of the bachelor’s degree as the union of professional and liberal education. DePaul believes the unity in the bachelor’s degree derives from the nature of the person who receives the degree. Far from viewing specialized, professional education and liberal education as comprising two separate aspects of undergraduate education, the University insists that a full understanding of the human person integrates the two. Knowledge provides the individual human person with the power to act, both professionally in his or her career and as a sensitive and reflective decision maker in everyday life. The processes of gathering information, organizing and reflecting upon it, bringing to bear criteria of judgment, and giving expression to decisions in language and action are powers of a single human person.

The qualities of the person as a learner and decision maker last throughout life. The University takes seriously its task to bring students to a point beyond which they can educate themselves.
LIBERAL
STUDIES
PROGRAM
LIBERAL STUDIES COUNCIL
Richard J. Meister
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George Flynn
  School of Music
Cornelius Sippel
  College of Liberal Arts and Sciences
Animesh Ghoshal
  College of Commerce
Norman Nicholson
  College of Commerce
John O'Malley
  The Theatre School
Gerald Foster
  School of Education

DIVISIONS
  Common Studies
  Fine Arts and Literature
  Philosophy and Religion
  Behavioral and Social Sciences
  Natural Sciences and Mathematics
Purposes

The Liberal Studies Program at DePaul is the portion of the curriculum in which all 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.

Critical reflection ultimately focuses upon the ends or purposes of human knowledge. It is inherently an inquiry into the values and meanings which underlie human life. Similarly, a consciousness of values is simply the expression of the reflective life in its most distinctively human form.

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 esthetic.

An educated sense of what is worth knowing or doing and why it is worth knowing or doing characterizes human beings who are self-directing, responsible members of society. The goals of reflectiveness and value-consciousness, in other words, subsume other purposes of the student’s undergraduate program. A reflective awareness of the values underlying human activity, intellectual and practical, stimulates the desire to know further, to integrate more fully, and to communicate more clearly. These two purposes, therefore, are crucial to the emergence of students as autonomous learners.
The Curriculum

There are two components of the Liberal Studies Program. The first, called Common Studies (CMS), involves the development of college level skills in communication and analysis and a discussion of the broad historical development of major civilizations and cultures. The primary objectives of Common Studies are to acquaint students with the patterns and accomplishments of various cultures and to equip them with the means to extend their information and insights through analysis, investigation, and writing. Also, by providing a common intellectual experience, Common Studies seeks to encourage a sense of community among DePaul students.

The second component of the program, called Disciplinary Studies, is concerned more directly with the subjects that make up the conventional liberal arts curriculum. These subjects have been grouped into four disciplinary divisions according to certain parallels in their subject matter, methods, and intellectual aims. The Behavioral and Social Sciences Division (BSS) is concerned with humankind's internal psychological nature and external social behavior; the Fine Arts and Literature Division (FA&L) is concerned with humankind's creative or imaginative works and abilities; the Philosophy and Religion Division (PR) is concerned with the uniquely human questions of meaning and value and with problems of human action; the Natural Science and Mathematics Divisions (NSM) is concerned with the structure and nature of physical reality.

These divisions of the Liberal Studies Program represent possible divisions of the intellectual world or ways of grouping the various inquiries or disciplines 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 division 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 divisions facilitate that experience. They represent society's intellectual life in its theoretical, practical, and artistic moments.

Through the programs of study within the divisions, students are required to create or discover, however provisionally, a map of the intellectual world.

To accomplish these ends, the Liberal Studies Program requires students to study various subjects at two levels in each of the four disciplinary divisions. Thus, the experience that students acquire by studying subjects in different divisions is further developed by close study of certain subjects within a division. Generally speaking, studies at the first level in each division introduce students to basic concepts and methods. Studies at the second level apply those concepts and methods to concrete inquiries.

Differences in the nature of inquiry in the various divisions lead to a certain divergence in the distribution and number of required courses at these levels. Some divisions, especially those which require a relatively high level of technical knowledge, provide a number of options or "tracks" for students of different abilities and levels of preparation. Therefore, few or no courses are required of all students in these divisions. The intention is to encourage more advanced students to take courses commensurate with their ability rather than required introductory courses. Indeed, this sort of flexibility is a consistent emphasis of the Liberal Studies Program. However, in other divisions where few students are initially capable of sophisticated work, different program structures have been created.

Finally, pre-collegiate skills in communication and computation are a prerequisite for disciplinary 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 disciplinary 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, and the College of Commerce.

Students should consult the Bulletin for a description of the particular requirements of their College or School as well as their individual departments. Distribution requirements are described in detail on page 41 for the College of Commerce and School of Accountancy, page 94 for the College of Liberal Arts and Sciences, page 276 for the School of Education, page 303 for the School of Music, and page 327 for The Theatre School.

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 credit. Those who wish to begin a language must complete the three course introductory sequence. Students who are placed in the intermediate sequence may take up to three courses in the language provided that they finish the intermediate sequence. Students who begin their work at DePaul with language mastery equivalent to that represented by the intermediate sequence may take up to three advanced courses in that language for Liberal Studies credit. Students interested in this option should consult the listing for their College or School in this Bulletin to determine the Liberal Studies 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. 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 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 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.

HONORS PROGRAM OPTION

Students in the College of Liberal Arts and Sciences and the School of Education who are seeking a more challenging Liberal Studies experience should consider applying for the College's Honors Program. The Program, designed for the well-prepared student, incorporates a structured series of specially designed courses taken in sequence throughout the student's four years at DePaul. Students who complete the Honors Program will be exceptionally well-prepared for graduate and professional study.

For more details on the Honors Program, see page 173 of this Bulletin.
Common Studies

The Common Studies Program is the basic requirement of the Liberal Studies Program. Courses in this program integrate two principal elements of liberal education: (1) a study of the commonly shared history of world civilizations, with attention to culture in its broadest sense, and (2) the development of college skills, particularly those of writing, research, and reading. The Common Studies program develops in DePaul students an historical sense, provides a broad historical framework within which other collegiate studies can be pursued, and demonstrates the uniqueness of the student's own culture while simultaneously demonstrating what is common to all cultures; it also provides the needed context in which college skills in writing, analysis, and research can be developed fully. All DePaul students must complete the program in Common Studies.

In addition, only students who have been advised to take developmental writing or reading skills courses may postpone the Common Studies sequence until later in their freshman or sophomore year. Any other exception to this rule must be made by the student's college advisor prior to the freshman year. Finally, Common Studies classes may not be taken on a Pass/Fail basis.

HISTORY

105 World Civilizations I. This course will examine the phenomenon of civilization as experienced by West Asian, South Asian, East Asian, African, and Pre-Columbian American societies to 1500 A.D. To be taken concurrently with English 105. (Four quarter hours credit.)

106 World Civilizations II. This course will examine the evolution of civilization in Europe and the Western Hemisphere and the global integration of all societies since 1500. Taken concurrently with English 106. (Four quarter hours credit; prerequisite: 105.) Theater School, Physics, Chemistry, and Environmental Science majors should take the following three term sequence. These courses must be taken concurrently with the three-term sequence in English (107, 108, 109). Because of the differences in credit hours, it is not possible to switch back and forth between the three-term and two-term sequences.

107 World Civilization I: Three Quarter Sequence. This course will examine the phenomenon of civilization as experienced in West Asian, South Asian, East Asian, and African societies before 1500. Taken concurrently with English 107. (Three quarter hours credit.)

108 World Civilization II: Three Quarter Sequence. This course will examine the phenomenon of civilization in Pre-Columbian Americas, Europe, Colonial Latin America and Colonial Anglo America before 1800. Taken concurrently with English 108. (Two quarter hours credit.)

109 World Civilization III: Three Quarter Sequence. This course will examine the evolution of civilization towards the global integration of all societies since 1500, including the expansion of European civilization and the impact of colonialism on the rest of the world. Taken concurrently with English 109. (Three quarter hours credit.)

Students who are required to take History 105 or 106 without concurrent English 105 or 106 should enroll in History 110 or 111. These students include some transfer students and those students who previously failed History 105 or 106 without also failing the concurrent English course. See your advisor, the Coordinator of Composition in the English Department or the Division Head of Common Studies if you are unsure about which course to take.
110  **World Civilization I:** Unpaired. Same as History 105 except restricted to selected transfer students and other students who need only the first course for the two course sequence in History. Permission of the instructor is required. (Four quarter hours credit.)

111  **World Civilization II:** Unpaired. Same as History 106 except restricted to selected transfer students and other students who need only the second course of the two course sequence in History. Permission of the Instructor is required. (Four quarter hours credit.)

**ENGLISH**

105  **College Writing and Research I.** Planning, organizing, and writing expository prose with a purpose for an audience; understanding and using patterns of discourse, and writing with a thesis; introduction to library resources. Taken concurrently with History 105. (Four quarter hours credit.)

106  **College Writing and Research II.** Developing proficiency in writing expository prose; using rhetorical strategies, synthesizing from multiple sources, and arguing from a thesis; improving research skills and writing research papers. Taken concurrently with History 106. (Four quarter hours credit.)

Theater School, Physics, Chemistry, and Environmental Science majors should take the following three-term sequence. These courses must be taken concurrently with the three-term sequence in History (107, 108, 109). Because of credit hour differences, it is not possible to switch back and forth between three-term and two-term sequences.

107  **College Writing and Research I:** Three Quarter Sequence. Developing skills in expository prose with a purpose for an audience; understanding and using patterns of discourse, and writing with a thesis; introduction to library resources. Taken concurrently with History 107. (Three quarter hours credit.)

108  **College Writing and Research II:** Three Quarter Sequence. Developing proficiency in expository prose with a purpose for an audience; using rhetorical strategies, synthesizing from multiple sources, and arguing from a thesis; improving research skills and writing research papers. Taken concurrently with History 108. (Three quarter hours credit.)

109  **College Writing and Research III:** Three Quarter Sequence. Continued practice in applying skills developed in English 107 and 108. Taken concurrently with History 109. (Two quarter hours credit.)

Students who are required to take English 105 or 106 without concurrent History 105 or 106 should enroll in English 110 or 111. These students include selected transfer students and those students who previously failed English 105 or 106 without also failing the concurrent History course. See your advisor, the Coordinator of Composition in the English Department or the Division Head of Common Studies if you are unsure about which course to take.

110  **College Writing and Research I:** Unpaired. Same as English 105 except restricted to selected transfer students and other students who need only the first course of the two course sequence in College Writing and Research. Permission of the Coordinator of Composition required. (Four quarter hours credit.)

111  **College Writing and Research II:** Unpaired. Same as English 106 except restricted to selected transfer students and other students who need only the second course of the two course sequence in College Writing and Research. Permission of the Coordinator of Composition required. (Four quarter hours credit.)
Fine Arts and Literature

The creation of works of art is one of mankind's oldest and most characteristic activities. Music and the visual arts are among the earliest and most enduring signs of human civilization; similarly, the creation of literature, imaginative representations of human experience in the form of fiction, poetry, live drama, and most recently film, is a hallmark of civilized societies. With their distinctive involvement of the physical, mental, and creative capacities of human beings, the arts are crucial both to social cohesiveness and values and to an individual's sense of himself and his humanity.

Central to the Division is the idea of art as a process of composition, the way in which works like paintings or symphonies or novels are put together in the light of particular techniques of composition that constitute an aesthetic or artistic tradition. Art in this sense is manifested in the creation of works that have value and significance because they are works made in particular ways and because they themselves create a tradition. Thus the Division of Fine Arts and Literature studies the formal and expressive characteristics of works of art in context of their aesthetic traditions in order to understand and appreciate man's creative capacities and productions.

The Division, principally comprised of the Departments of Art, English, and Modern Languages, the School of Music, and the Theatre School is organized around three modes or manifestations of artistic composition: music or art works composed of sounds, the visual or plastic arts or art works composed of material substances, and literature or art works composed in language. As modes of the process of art in general, each of these kinds of artistic activity has something in common with the others. But at the same time, each of these kinds of artistic activity has its characteristic principles and techniques of composition, its typical methods of analysis and criticism, and its particular kinds of perceptions. As a result, the Division of Fine Arts and Literature is made up of three distinctive subject areas within the general field of the imaginative or creative arts.
Level I

ART

102 Principles of Art and Art History. A stylistic and thematic survey of major art forms in historic context.

104 Creating Art. A studio course that develops creative and perceptual abilities and relates them to principles, concepts of art in historic context.

ENGLISH

120 Understanding Literature. Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres. (Students should complete Common Studies before taking English 120. English 120 or equivalent is a prerequisite to all 300-level English courses in literature.)

MUSIC

101 The Enjoyment of Music. Developing an understanding of musical elements and forms and how composers use them to create music.

THEATRE

100 World of the Theatre. Through the aesthetic analysis of plays and dramatists that were foundational in the development of dramatic literature, the student is encouraged to develop basic critical standards for the understanding and appreciation of dramatic production (4 quarter hours).

Level II

ART

The following courses have a prerequisite of Art 104.

105 Foundation Design. Studio. Analysis of two-dimensional pictorial concerns with emphasis upon color theory and practice.

106 Foundation Drawing. Studio. Representational and expressive use of line, value, in varied drawing media.

110 Painting. Studio. Introduction to oil or acrylic painting. emphasis upon technique, composition.

Three-dimensional Design. Studio. Various design problems in three dimensions, both traditional and contemporary. Materials fee.

The following courses have a prerequisite of Art 102:

Ancient and Medieval Art. Lecture. Origins and development of architecture and sculpture from 3000 B.C. to 1400 A.D.

American Art. Lecture. Artistic styles and trends in America from the colonial period to the present.


Film Art as Visual Art. Lecture and films with special attention to aesthetic concerns of cinema. Materials fee.

Renaissance, Baroque and Rococo Art. Lecture. Painting, sculpture, architecture from c. 1300–1700.

19th and 20th Century Art. Lecture. Painting, sculpture, architecture from c. 1800 to c. 1945.

ENGLISH

All courses have a prerequisite of English 120.

Semiotics. Nonverbal codes and their implications for understanding cultures. (Corequisite: Art 102 or 104.)

English Literature to 1500. Survey of English literature from the beginnings to 1500.


Topics in Medieval Literature.

English Renaissance Literature. Survey of English literature from 1500 to 1660.

Shakespeare.

Topics in Renaissance English Literature.

Restoration and Eighteenth Century. Survey of English Literature from 1660 to 1780.

Topics in Restoration and Eighteenth Century English Literature.

Nineteenth Century English Literature. Survey of English literature from 1780 to 1900.

Topics in Nineteenth Century English Literature.


Topics in Irish Studies.

Topics in Modern British Literature.

Early American Literature. Survey of American literature from the beginnings to 1830.

Romanticism in American Literature. Survey of American Literature from 1830 to 1860.

Realism and Naturalism in American Literature. Survey of American literature from 1860 to 1910.

American Genre Studies. Studies in either the American novel, drama, poetry, or the short story.
Modern American Fiction. Major American writers of fiction in the twentieth century.

Modern Poetry. Twentieth Century English and American poetry.


Topics in American Literature.


Topics in Literature. (See schedules for current offerings.)

Masterpieces of World Literature. Selected works in translation from Homer to the present.

Major Authors. Study of one or two major writers. (See schedules for current offerings.)

Women and Literature. Study of literature about women, with emphasis on works by women authors. (See schedule for current offerings.)

Mythology and the Dramatic Arts. Classical mythology in drama.

Popular Literature. Studies in selected forms of popular literature.

Opera and Drama. Comparative study of forms of theater. (Corequisite: Music 101.)

Topics in Comparative Literature.

MODERN LANGUAGES

All courses have a prerequisite of English 120.

Topics in French Literature.* Masterpieces, themes and genres of French literature from its origins to the present day.

Topics in German Literature.* Masterpieces, themes and genres of German literature from its origins to the present day.

Topics in Italian Literature.* Masterpieces, themes and genres of Italian literature from its origins to the present day.

Topics in Russian Literature.* Masterpieces, themes and genres of Russian literature from its origins to the present day.

Topics in Hispanic Literature.* Masterpieces, themes and genres of Hispanic literature from its origins to the present day.

NOTE: Other Modern Languages courses, including introductory and intermediate language sequences, may be taken for Liberal Studies credit under the rules governing the Modern Language Option. See the College listings for specific requirements.

MUSIC

All courses have a prerequisite of Music 101.

Music in America. Survey of American music in its cultural setting from colonial times to the present.

Black American Music. The evolution of jazz from the 19th century to the 1960's, including the study of ragtime, blues and gospel music.

Trends in 20th Century Art and Music. Appreciative approach to the stylistic growth of selected twentieth-century artists and composers. (Corequisite: Art 102 or Art 104.)

274  The Gospel Musical Theater. The origins, people, context, spirit and music.
275  History of the Symphony. An examination of the development, literature and spirit of one of man's great artistic traditions.
276  The Western Tradition in Popular Music. An examination of popular music since 1830.
277  Words and Music: 500 Years of Songs of Love and War. A survey of music styles and traditions as revealed in art songs and popular songs.
278  Jazz History and Styles. A comprehensive study of the origins and development of jazz, specifically concentrated on important jazz styles and performers since 1917.

THEATRE

200  Drama on Stage. Through lecture, discussion, and projects, students explore the human nature of the theatrical impulse and its evolution into theatrical form. Students follow the process of a specific drama production from script to stage. (Prerequisite: English 120 or HDL 100.)

HISTORY

273  The Greek Experience. A study of Hellenic history to Alexander, concentrating on the fifth century B.C. and utilizing primary sources such as Herodotus, Thucydides, Xenophon, Plato, Aristotle, Euripides, and Sophocles. Texts are in translation. (Prerequisite: English 120.)

EDUCATION

CU 200  Education and Literature. Examines the effect of education on literary characters in novels, short stories, and non-fiction prose. (Prerequisite: English 120.)
Beyond understanding how this world and its peoples operate and working to enhance the quality of human life, there are other more fundamental and profound questions. These are questions of human meaning and value, ultimate sources and purposes, and hence also "oughts" and "ought nots." Religion and philosophy have historically been the disciplines in which men and women have attempted to identify, define, and answer these questions.

By compelling the student to enter into dialogue with the great masters of Western thought, philosophy helps us to precisely define an issue, to assess the arguments that support it, and to understand its implications. In this way philosophy refines our powers of critical analysis and reflective synthesis. It brings us to a more full grasp of the inter-relatedness of problems that lie concealed in the assumptions of our thinking. We thus achieve an integration of knowledge: an important part of becoming an integral person.

Religion is the dimension of human life in which we seek the disclosure or revelation of the Ultimate Real and the transformation of the human person and society that follows from that awareness. Formal or informal, primitive or contemporary, religions provide worldviews which express the ultimate significance of life and death, transcendence and grace, love, person, and community. Hence, they also imply certain values and norms and provide certain assurances. They pervade and support human life. The study of religion, consequently, calls us to face and critically reflect on the responses men have found and lived with in their faith and hope.

Each department in the Division of Philosophy and Religion offers its different but complementary perspectives and follows its own principles and methods in addressing these basic questions. Each department offers courses at two levels. Level I consists of a single introductory course which provides a structural knowledge of the discipline's issues, principles, and methods. Level II offers advanced courses which intensively examine some topic or problem introduced in the Level I course. The individual student may choose from these courses according to his or her interests, needs, or college requirements.

Level I

PHILOSOPHY

100 Philosophy and Its Issues. An examination of the concerns, methods, doctrines and traditions typical within philosophy as a broad intellectual activity.

RELIGIOUS STUDIES

100 Religious Worlds in Comparative Perspective. Examination of the nature and function of religion in human life. Exploration of common patterns underlying the variety of religious experience and expression.
PHILOSOPHY

All courses have a requisite of Philosophy 100.

All 200 and 300 level Philosophy courses may be taken for P&R Level II credit with the following exceptions: 301 Basic Logic; 302 Symbolic Logic; 303 Critical Thinking; 391 Seminar for Philosophy Majors; 399 Independent Study. See page 221 for course listings and descriptions.

EDUCATION

LSE 260 Values and Education. Study of the value dimension of human existence, of values underlying and influencing society, formal and informal educational, and personal life. (Prerequisite: Philosophy 100.)

RELIGIOUS STUDIES

All courses have a prerequisite of Religious Studies 100.

200 God: Western Religious Approaches to the Sacred. Comparative study of Catholic, Protestant, and Jewish concepts of God, their theoretical interpretations and practical consequences.

201 Religion and Ethics. Comparative study of traditional and contemporary ways of approaching a study of ethics in theology and philosophy.

211 The American Religious Experience. Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.


214 Christianity and the Modern World. Focuses on the transition from traditional to modern Christianity. Studies the response of modern religious thinkers to the challenge of such secular critics as Darwin, Marx, and Freud.

221 Sociology of Religion (cross-listed as Sociology 343). Sociological study of religious groups, institutions, behavior, and belief systems in human life and society.

222 Western Religious Traditions and Contemporary Moral Issues. A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of western religious traditions to selected moral issues such as war and peace, sexual behavior, etc.

227 Religious Ethics and Professional Life. A study of the ethical dimensions of contemporary professional life from the standpoint of religious traditions and values, focusing primarily on medicine, law, and business.

228 Business, Ethics, and Society (cross-listed as Management 228). An examination of various ethical and moral issues arising in contemporary business and its activities which affect society and world. (Junior standing; corequisite: Philosophy 100.)
Biomedical Ethics (cross-listed as Philosophy 229). Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Religious Studies and of Philosophy. (Prerequisites: Religious Studies 100 and Philosophy 100.)

The Bible: An Introduction. A study of the biblical texts which emphasizes how historical influences and literary structures interact with religious insights and ethical imperatives. (Course may not be used toward major's requirement.)

Religion of Israel. The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.

Jesus and Christian Origins. The beginnings of Christianity in terms of textual sources, historical data, and religious backgrounds.

Love and Sexuality: Religious Perspectives. Love and sexuality in Biblical and nonbiblical religions, examined cross-culturally, conceptually, and ethically.

Dying, Death, Afterlife. Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually, and ethically.

God, Justice and Christian Action. A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein.

Religions of South Asia and the Far East. This course will explore the religious and cultural backgrounds of the major traditions of India and the Far East, focusing on their sacraments, devotional writings, liturgies, and religious law.

Religions of the Middle East. This course will study the historical development of four important and influential religio-cultural traditions of the Middle East: Zoroastrianism, Judaism, early Christianity and Islam.


Modern Judaism. An examination of central features of the modern Jewish experience including the transition from traditional to modern religious life and practice, American Judaism, the Holocaust, and the establishment of the State of Israel. Cosponsored by the Jewish Chautauqua Society.

Roman Catholicism in an Ecumenical World. A study of the origins, development, and current situation of Roman Catholicism with special attention to its relations to Judaism and other Christian communities.

Images of Jesus in a Pluralistic Tradition. Development of New Testament Christology through the classic period and into modern times.

Ritual and Sacramental Life in Judaism and Christianity. An examination of the principal rituals of Judaism and Christianity with reference to their festal calendars. Special emphasis upon Passover and the Eucharist. (Course may not be used toward major requirements.)

Women and Religion. A study of the historical and contemporary roles and contributions of women within major religious traditions, especially Christianity and Judaism.

EDUCATION

LSE 250 Religion and Education in Western Culture. Study of the relationship between religion and education in Western culture and the ways various traditions have influenced educational practice. (Prerequisite: Religious Studies 100.)
WOMENS STUDIES

210  **Values and Gender.** This course explores the dominant issues stemming from our being gendered subjects, and examines the values underlying various theories on the nature and roles of females and males in different cultures. (Prerequisite: Philosophy 100 and Religious Studies 100.)
Behavioral and Social Sciences

The social and behavioral sciences encompass the study of society, culture, and human behavior. Such studies examine economic, governmental, political, legal, educational, religious, and social institutions, the influence of the urban environment on group and individual behavior, and how the daily functioning of individuals in complex industrial societies is affected by psychological, social psychological, and social structural factors.

Committed to providing students with a strong foundation of knowledge in this area, the Division presents to students theoretical and empirical examinations representative of its five primary departments—Economics, Geography, Political Science, Psychology, and Sociology—as well as Education and History.

The development of a body of knowledge and a set of skills in the social and behavioral sciences includes (1) the ability to assess the value or significance of alternate positions on social, political, economic, environmental, and psychological issues, (2) the ability to discern the appropriateness of both quantitative and qualitative methodological strategies used in the empirical examination of society and behavior, (3) the ability to read and analyze social science literature, including the works of masters of social scientific thought, with the object of formulating interpretations and identifying significant and enduring problems, (4) the ability to relate social and behavioral science information and to apply behavioral and social scientific modes of analysis and interpretive frameworks to an understanding of contemporary social problems and issues, and (5) the ability to understand how an empirical behavioral and social scientific perspective can be applied to the formation of human values.

To accomplish these general purposes, students are required to take courses at two levels. Level I courses are designed to provide broad foundational knowledge characteristic of the range of focal concerns, methodological designs, and theoretical ideas of the member departments. Level II courses present greater depth in subject or topical areas characteristic of these departments. Students should elect courses within the division which will ensure adequate breadth and depth in the behavioral and social sciences and at the same time will serve to contrast with and be complementary to other areas of study.

Level I

ECONOMICS

103 Principles of Macroeconomics. Fundamental theories of macro (or aggregate) economics. Attention is given to supply and demand, national income accounting and analysis, and international trade. These tools are used to analyze such problems as unemployment and inflation, and policies designed to combat these and other current problems. (Prerequisite: Mathematics 130 or Equivalent, or Sophomore standing.) This course cannot be taken for Liberal Studies credit by Commerce majors.

104 Principles of Microeconomics. Basic theories concerning micro (or individual) economic units. Theory of consumer demand, the firm, and distribution are covered. Pricing and production are analyzed in competitive, monopolistic, and oligopolistic industries. (Prerequisite: Mathematics 130 or Equivalent, or Sophomore standing.) This course cannot be taken for Liberal Studies credit by Commerce majors.
GEOGRAPHY

101  **Earth’s Physical Landscapes.** Spatial organization and evolution of the earth’s natural environment, including climatic systems, erosional forces, land-forms, vegetation patterns, etc.

110  **Earth’s Cultural Landscape.** Characteristics of mankind’s distribution and culture examined at the local, regional and world scale.

POLITICAL SCIENCE

120  **The American Political System.** A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.

130  **Political Ideas and Ideologies.** An introduction to the enduring political issues confronted by major theorists and political traditions.

150  **Political Systems of the World.** Focus on the way in which political systems other than the American operate. The common features of governments are identified and examined with special attention to such topics as political elites, political institutions, mass political behavior, and political change and revolution. Examples may be drawn from western Europe, Marxist political systems, and third world nations.

PSYCHOLOGY

105  **Introductory Psychology I.** An examination of the history of psychology, statistics as a research tool, childhood, adolescence, adulthood and aging, condition and learning, memory, intelligence, personality, stress and coping, the individual in group settings and social organizations.

106  **Introductory Psychology II.** An examination of the methods of psychology, biological framework of behavior, sensation, perception, altered states of awareness, language and thought, biological bases of motivation and emotion, abnormal psychology and psychotherapy. (No prerequisite.)

SOCIOLOGY

101  **General Sociology.** Student learns the language, tools, findings, and theories of the sociologist at work.

102  **Cultural Anthropology** (formerly 202). Examination and comparison of patterns of life in a variety of societies, including tribal, peasant, and non-Western ones; consideration of the impact of social change, colonialism and economic development.

105  **Social Problems.** Examination of a variety of problems and issues with attention to their causes, their impact, and the possibility of resolving them; focuses on the role of social movements, government and the private sector.

INTERDISCIPLINARY STUDIES

100  **The Nature of Science** (cross-listed as Physics 100). The epistemology of scientific knowledge; science as a human activity; the creation of concepts and theoretical models and their relation to reality. May be taken for BSS Level I credit, but may not be used as a prerequisite for Level II courses.
210-211-212 Great Ideas, The Individual, and Society. A three course sequence dealing with western thought on the nature of society, politics and individual with readings drawn from the Great Books. The course is taught over three quarters. The first quarter focuses on classical antiquity and the middle ages. The second quarter focuses on the Renaissance and the early modern period. The third quarter deals with the modern period. If the full sequence is taken, it may be counted for two Level I courses and one Level II course in the BSS Division. If two of the three courses are taken, they may be counted for two Level I courses in the BSS Division. The full sequence is a junior year option for students in the Liberal Arts and Sciences Honors Program.

Level II

ECONOMICS

310 Economics of the Urban Environment. Economic principles are used in analysis of problems of pollution, health, transportation, housing and education. (Prerequisite: 103 and 104.)

313 Industrial Organization: Antitrust and Social Policy (formerly 213). Relationships between government, business, and society. Both the institutional and theoretical aspects of governmental intervention in economic life examined. (Prerequisite: 104.)

316 European Economic History (formerly 216). Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prerequisite: 103 or 104.)

317 American Economic History (formerly 217). Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: 103 or 104.)

318 Labor Economics and Organization (formerly 218). Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States. (Prerequisite: 103 and 104.)

330 The Economics of Socialism (formerly 230). Fundamental economic relationships as they exist under socialist forms of organization. The pure theory of socialism is examined, as well as the practical organization of the economies in the various socialist nations. (Prerequisite: 104.)

340 Development of Economic Thought (formerly 240). Examination of the great ideas in the history of economic science. Emphasis on those currents of thought which led to modern economic theory and those which have conditioned the economic development of the Western World. (Prerequisite: 104.)
GEOGRAPHY

201 Geo-Strategy: Global Hotspts. Develops a basic understanding of the interrelations and problems of today based on an analysis of their geographic backgrounds. (Prerequisite: 110.)

210 Conservation. This course examines the uses of the natural physical environment as man creates the human habitat. (Prerequisite: 101.)

215 People and Problems of Developing Nations. Comparative studies of people and their land in Africa, Asia, and Latin America. (Prerequisite: 110.)

218 Spain and Portugal: The Iberian Impact. The influence of Spain and Portugal on the modern world. (Prerequisite: 110.)

230 Problems of Modern Transportation. An overview of transportation development with emphasis on current transportation problems on the local and national scale. (Prerequisite: 101 or 110.)

HISTORY

220 The One World of the Twentieth Century. A survey of the political, cultural and technological developments of the years since 1900, concentrating on the growth of a single world-wide civilization and on the changing international balance of military, political and economic power. (Prerequisite: 105 and 106 or equivalent.)

272 Fascism and Counterrevolution. An analysis of the various ideological trends that form the mature fascism of the period 1920 to the present. (Prerequisite: Political Science 130 or 150.)

346 The Black Mind in America. Black contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present.

378 America in the Nineteenth Century: The Development of the Pragmatic Tradition. A study of the social development of the American people and of patterns of thought, religion, and art.

379 American Civilization in the Twentieth Century: Ideas and History. Continuation of course 378.

POLITICAL SCIENCE

202 Community Politics in Urban America. Communities running the gamut from small towns through urban neighborhoods to big cities are examined with reference to their structures of government, systems of political influence, and public policy issues. (Prerequisite: 120, 130, or 150.)

204 Conflict and Cooperation Among Nations. Three main themes are dealt with: the nature of power in the international political system, conflict and conflict resolution in the system, and the basis of national foreign policy decisions. Issues of current importance such as the likelihood of global war, conflict between rich and poor nations, and East-West relations provide the substantive material to illuminate these main themes. (Prerequisite: 120, 130, or 150.)

206 Law and the Political System. Focus on the American judicial system with special attention to the role of the Supreme Court in American politics, the personnel of the American legal system, the problem of crime and the nature of the criminal justice system, and selected issues in constitutional law, including discrimination, privacy, family life, and freedom of speech, press, assembly, and religion. (Prerequisite: 120, 130, or 150.)
PSYCHOLOGY

210  Psychology of Business and Industry. Applications of theories and methods of psychology to the study of human behavior in business, industry and other work environments. (Prerequisite: 105 or 106.)

215  Human Sexuality. Historical, cultural, psychological, and physiological aspects of human sexuality. (Prerequisite: 105 or 106.)

216  Mental Health Problems in Contemporary Society. A study of the problems of the mentally ill and mentally retarded. (Prerequisite: 105 or 106.)

217  Psychology of Interpersonal Relationships. An overview of psychological issues in the study and understanding of interpersonal relationships outside the home and family and such processes as acquaintance, friendship, and status-determined associations.

218  Psychological Problems of the Contemporary Family. An overview of the major psychological issues facing the contemporary family. (Prerequisite: 105 or 106.)

302  Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit by psychology majors in the Comprehensive Evening Program. (Prerequisite: 105 or 106.)

303  Human Development. Principles of development from conception through maturity. (Prerequisite: 105 or 106.) May only be taken for credit by psychology majors in the Comprehensive Evening Program.

SOCIOLOGY

206  Work and Society. Examines the job market, the impact of work on individuals and the nature of different kinds of work, including professions and jobs in bureaucracies and business. (Prerequisite: 101 or 105.)

208  Law and Society. Examines the legal system in its social contexts: considers its moral and social roots, its continuity and contradictions, and its ability to deliver justice as an agency of social control and change. (Prerequisite: 101 or 105.)

210  The Computerized Society. Examines the impact of technology on society and the causes of technological change, with a focus on new electronic technologies and computers. (Prerequisite: 101 or 105.)

211  Sex Roles. Examines the development of sex roles, gender identity and sexual behavior in a social context; examines how sex roles are shaped by families, youth culture, and the life cycle. (Prerequisite: 101 or 105.)

212  Community and Society. The analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies. (Prerequisite: 101 or 105.)

215  Archaeology. An introduction to the science of archeology and human social prehistory from its beginnings to the classic civilizations. The origins of a variety of social institutions are discussed. (Prerequisite: 101 or 105.)

280  Mass Media and Culture. Analysis of the relations between modern society and the mass media such as TV, film, radio and the print media. (Prerequisite: 101 or 105.)

EDUCATION

LSE 201 Education and Society. Education and Society is concerned with the examination of the organization of culture, society, and human behavior within the context of education. (Prerequisite: Sociology 101 or 105.)
LSE 211 Ethnicity and Education. This course will deal with the implications of ethnicity for educational phenomena, as it evolves in personal and/or familiar relationships and as it interacts with the organization, functions, and content of formal schooling. (Prerequisite: Psychology 105 or Sociology 101 or 105.)

LSE 252 Intelligence, Learning, and Education. In this course, students will examine the contributions educational and psychological theories, research, and practices have made to our understanding of the processes and function of human intelligence. (Prerequisite: Psychology 105 or 106.)

LSE 253 Psychology of Sport Behavior and Athletic Performance. An examination of the psychological and social-psychological theories which have been used to understand sport behavior and athletic performance. Research on the following topics will be examined: personality, attention, anxiety and arousal, intelligence and creativity, motivation, body image and self-esteem, aggression, emotion, social facilitation, cohesion, and leadership. (Prerequisite: Psychology 105 or 106 or the equivalent.)

LSE 254 The Politics of Education. In this course, students will examine the political processes which influence American educational systems. (Prerequisite: Political Science 120 or Sociology 101.)

LSE 258 Education and Social Justice. This course examines the place of education in the development of a just society. The topics may range from the criminal justice system in the United States to the struggle for independence experienced by third world nations. (Prerequisite: Political Science 130 or Sociology 101 or 105.)

WOMEN'S STUDIES

200 Women's Studies: An Interdisciplinary Survey. This course provides a theoretical framework for the discipline of Women's Studies and examines research by and about women in selected academic fields.
Natural Science and Mathematics

The natural sciences are the means we have of discovering physical reality: the form and function of our universe. The work of scientists consists in making careful measurements on a defined and delimited system, creating a model of that system, comparing the behavior or properties of the artificial model with what is measured or observed in nature, and, so, evaluating the success of the model. The collection of all universally and rationally validated models is what we accept as the physical reality of our universe.

Whereas scientists create the model designs and patterns which reflect the order in our universe, mathematicians study the character of design and pattern itself. Mathematics is the language of science; it is also the paradigm of rational analysis. Together, mathematics and natural science are among the great adventures of the human mind.

These achievements by which we describe our universe are closely allied to technology or how we control the universe. From the beginning of human history, humankind, the toolmakers, have learned how to survive and prevail through technology. Today, during the Second Industrial Revolution, the impact of technology, mathematics, and natural science on each other and on society is no less important. We enjoy a high standard of living but worry about our environment: we use nuclear energy but worry about nuclear weapons and strategic missiles; we control infectious diseases but worry about overpopulation and famine. It is evident, for better or for worse, that ours is a technical age. No educated person can fully participate in society today without knowing something about science, mathematics, and technology.

The program of Liberal Studies in the Division of Natural Science and Mathematics comprises selected courses from the Departments of Biological Sciences, Chemistry, Computer Science, Mathematical Sciences, Physics, and the School of Education. On Level I these courses are chosen to acquaint students with the fundamental knowledge and the major historical and contemporary achievements of science. They provide them with opportunities to develop their analytical skills in computation and in analytical reasoning.

On Level II they offer students a chance to build on the first level courses by increasing their understanding of the historical origins of science or by exploring the relations among natural science, mathematics, and technology to better comprehend the origins and problems of modern society.

Level I

BIOLOGY

101 General Biology I. Focuses on the unity of life: its biochemical and cellular makeup and functions, the acquisition and utilization of energy, and the storage and utilization of genetic information. Lecture-Laboratory. Lab fee.

102 General Biology II. Deals primarily with the plant world, and also with ecology: the diversity of plantlife, photosynthesis, and interactions between organisms and between organisms and their environments. Lecture-laboratory. (Prerequisite: 101 or consent of department.) Lab fee.
103 **General Biology III.** Deals primarily with the animal world, and also with evolution: the diversity of animals, maintenance of a steady state, and development. Lecture-Laboratory. (Prerequisite: 102 or consent of department.) Lab fee.

110 **Selected Topics in the Life Sciences.** Special topics such as energy relations of cells/organisms, reproduction, development, physiology, genetics, evolution and ecology.

111 **Biology I.** A study and discussion of the major organismal groups and their phylogenetic relationships; chemical, structural, functional and reproductive aspects of cells and their organelles; energy relations of cells, organisms, and populations; genetics (with special emphasis on humans); genetic engineering; and evolutionary biology. (Prerequisite: Business Mathematics 125 or Mathematics 130 or equivalent. This course may not be taken for credit by students who have previously passed Biology 110.)

112 **Biology II.** A study and discussion of such organismal level and organ-system physiological topics as homeostasis; nutrition and digestion; circulation; water balance and excretion; immunology; neuro- and endocrinology; embryology and development; reproduction; biological rhythms; and biomedical ethics. (Prerequisite: Biology 111.)

Students who take both Biology 111 and 112 are exempt from the requirement of taking their Level I NSM courses in different departments.

**CHEMISTRY**

102 **Atoms and Molecules.** Development of the basic concepts of chemistry and discussion of some applications of chemical methods to the study of nature and the modification of the circumstances of human beings. (Students who have had a year of chemistry in high school should consider taking Chemistry 111 instead of Chemistry 102 for Level I credit.)

111 **General and Analytical Chemistry I.** Introductory course for science majors emphasizing inorganic chemistry and chemical principles governing behavior of matter. (Replaces Chemistry 117; Prerequisite: Mathematics 101.)

113 **General and Analytical Chemistry II.** Continuation of 111 including more advanced inorganic and physical chemical concepts in lecture and an introduction to quantitative analysis in laboratory. (Replaces Chemistry 119; Prerequisite: 111.)

115 **General and Analytical Chemistry III.** Continuation of 113 including equilibrium and descriptive chemistry in lecture and quantitative and qualitative analysis in aqueous solutions. (Prerequisite: 113.)

131 **General Chemistry I.** Rigorous introductory course emphasizing basic physical and inorganic chemistry. (Corequisite: Mathematics 160 or consent.)

133 **General Chemistry II.** Continuation of Chemistry 131. (Prerequisite: 131 or 111 with consent.)
COMPUTER SCIENCE

110  Elements of Computer and Information Science. This course provides the student with a general introduction to computer science and information processing, including a brief sketch of the history of the field, its impact on modern society, and a look toward the future. The rest of the course will consist of studying a number of the many problems which computers can be used to solve. This will be done by giving the students hands-on computer experience. (This course may not be taken for credit by a student who has previously taken Computer Science 149, Mathematics 149, Psychology 368, Accounting 130 or equivalent. This course cannot be taken by Commerce majors.)

GEOGRAPHY

105  Elements of Geology (cross-listed with Physics 105). Natural forces shaping the earth's surface, including a historical perspective of its past.

MATHEMATICS

112  Elements of Probability and Statistics: Concepts and Controversies. This course is intended to furnish students with an idea of the type of problem amenable to statistical reasoning and solution. It provides an introduction to the basic terminology of the field, to basic concepts of field (e.g., "random sample"), and to the method of statistical inference going as far as elementary hypothesis testing. This course cannot be taken by Commerce majors.

113  Elements of Modern Mathematics. An introduction to several areas of contemporary mathematics which emphasize its importance to modern society. Topics include networks, scheduling analysis, collecting and describing data, and the perils of data analysis. No special mathematics background is required beyond the level required for all NSM courses. Students should not take this course if they have taken Mathematics 112.

114  Euclidean Geometry. A review of Euclidean Geometry with an emphasis on proofs; non-Euclidean geometrics; four-dimensional Euclidean geometry.

150  Calculus I. Limit and derivative; extrema; curve sketching; convexity; inverse functions; continuity; applications. (Prerequisite: Mathematics 131 or placement through Mathematics Diagnostic Test.)

151  Calculus II. Definite and indefinite integral; volume; arc length; differentiation and integration of trigonometric, logarithmic and exponential functions; applications. (Prerequisite: 150.)

152  Calculus III. Methods of integration; polar coordinates; infinite series. Taylor's formula, tests for convergence; L'Hospital's rule. (Prerequisite: 151.)

The Calculus for Mathematics and Science Majors sequence (160-161-162) may be substituted for the Calculus Sequence (150-151-152).

PHYSICS

100  The Nature of Science. The epistemology of scientific knowledge; science as a human activity; the creation of concepts and theoretical models and their relation to reality.
101 Atomic and Nuclear Physics. A phenomenological description of the twentieth century physics of the sub-microscopic world. Concepts from Classical Physics are introduced as needed. Modern-day applications are discussed.

104 Astronomy. Descriptive physical astronomy with emphasis upon the solar system and stellar models.

105 Physical Geology (cross-listed as Geography 105). A description of the earth's materials and structures and the analysis of the mechanisms which are responsible for them.

Courses 115 and 118 are taught at the Adler Planetarium. Each course carries 2 quarter hours of credit. Further descriptions and syllabi are available in the Physics department. These two courses count for one Level I NSM course. Students who take Physics 115 and 118 may not take Physics 104.

115 Exploring the Universe I. Modern explorations of the earth, the sky and the solar system. 2 quarter hours credit.

118 Exploring the Universe II. Modern explorations of the stars, the galaxies and the cosmos. 2 quarter hours credit. (Prerequisite: Physics 115.)

150 General Physics I. Mechanics, vibrations and fluids. (Prerequisite: Mathematics 130 or placement through the Mathematics Diagnostic Test.) Laboratory.

151 General Physics. II Heat, thermodynamics, sound and light. (Prerequisite: 150.) Laboratory.

152 General Physics III. Electricity, magnetism, and modern physics. (Prerequisite: 151.) Laboratory.

170 University Physics I. Mechanics and fluids and heat. (Corequisite: Mathematics 160.) Laboratory.

171 University Physics II. Heat, sound and light. (Prerequisite: 170 and Corequisite: Mathematics 161.) Laboratory.

172 University Physics III. Electricity and magnetism. (Prerequisite: 171 and Corequisite: Mathematics 152 and 157.) Laboratory.

NOTE: Students with majors outside the NSM division who complete a three course sequence (Bio 101-102-103; Che 111-113-115; Mat 150-151-152; Mat 160-161-162; Phy 150-151-152; Phy 170-171-172) receive credit for 2 Level I courses and 1 Level II course.

Level II

ART

223 Light, Color, Photography. Optional Laboratory (cross-listed as Physics 223).

BIOLOGY

205 Plant Biology: Social and Economic Implications. The economic significance of plants from the standpoint of food, beverages, medicinal substances, textiles, wood and wood products; the aesthetic role of plants. (Prerequisite: One Level I Biology and one additional NSM course.)
206 **Brain and Behavior.** Basic concepts in the biological science of neuroendocrinology, its interface with other disciplines (Psychiatry, Psychology, Health-care sciences, Pharmacology, Philosophy) and its regulation of behavior. (Prerequisite: One Level I Biology and one additional NSM course.)

208 **Stress, Hormones and the Nervous System.** A study and discussion of the basic concepts of stress and stressors, and their effects on the functioning of the Nervous System, the Endocrine Systems and the Immune System; the feedback influence of hormones and neurochemicals on cerebral processing, and the relation of these phenomena to health and behavioral medicine. (Prerequisite: One Level I Biology and one additional NSM course.)

225 **Human Heredity.** An examination of genetics in the human species, including the inheritance of ordinary traits, genetic diseases, and those complex attributes to which inheritance contributes, such as behavior. (Prerequisite: Biology 101 or 110.)

**CHEMISTRY**

200 **Problems in Technological Society:** Environment and Pollution. A discussion from the technological point of view of the origins, the effects, and the control of environmental pollutants. (Prerequisite: Chemistry 102 or equivalent.)

204 **Drugs, Chemicals, and Living Systems.** A discussion of the molecular basis of the interaction of specific chemical compounds, chiefly pharmaceuticals and drugs, with living organisms. (Prerequisite: Chemistry 102 or equivalent and consent of instructor.)

206 **Resources in a Technological Society** (cross-listed as Physics 207). A study of one or more resource problems of our society such as food, minerals and energy; the importance, availability and need of each resource and its relationship to modern technology. (Prerequisite: Completion of all Level I NSM requirements.)

222 **National Security: Its Science and Technology.** A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. (Prerequisite: Any Level I NSM course.)

**COMPUTER SCIENCE**

250 **Computers and Human Intelligence.** Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed. (Prerequisite: 110 or previous programming experience.)

**EDUCATION**

LSE 256 **Science and Learning.** This course is based on scientific methods utilizing twelve process skills (observing, measuring, using number relationships, classifying, inferring, predicting, communicating, making operational definitions, formulating hypotheses, interpreting data, controlling variables, and experimenting). These methods will be delineated and illustrated using examples from physical, biological, and earth sciences. Students will then apply these methods to areas of educational concern.
INTERDISCIPLINARY STUDIES

220-221-222 Interactions of Science and Civilization, A three course sequence designed to provide information about the history of science, to develop a deeper comprehension of scientific method, to increase understanding of the interaction of science with the socio-cultural context, and to develop a clearer and more sophisticated appreciation for the ethical implications of scientific discovery and for the role of ethical choice in the professional life of the scientist. The first quarter deals with the period from antiquity to the mid-17th century. The second quarter, subtitled “Science in an Age of Laws and Certainty,” treats the period from 1650 to 1905. The third quarter treats modern issues and problems. Students majoring in Biology, Chemistry, Computer Science, Environmental Science, Mathematics or Physics may count one or more of these courses toward their NSM requirements. The entire sequence is required for Liberal Arts and Sciences Honors students who are majoring in Biology, Chemistry, Physics, or Environmental Science. It is a junior year option for Honors students who are not science majors and who have completed their required three course science sequence.

230 Science and Ethics. Ethical considerations of the nature of science and its technological application. Examples are drawn from the physical and the life sciences. (Prerequisite: Philosophy 100, Religious Studies 100, and completion of at least two courses in the NSM division.)

MATHEMATICS

206 Development of Mathematics to the Renaissance. A study of the development of numbers, geometry, and algebra from Babylonian times to the Renaissance. (Prerequisite: Mathematics 101 or any Level I Mathematics or Chemistry course or Physics 101 or 150.)

207 History of Probability and Statistics. (Prerequisite: Mathematics 112, 113, or 242.)

208 Mathematics and Financial Decisions. This course develops mathematics which is useful in everyday life. Topics include theory of compound interest, annuities, stocks, bonds, and life insurance. This course can not be taken by Commerce majors. (Prerequisite: Either Mathematics 101, 112, 113, or Physics 101, 150, 170 or any Level I Chemistry course.)

209 Explorations in Mathematics. A continuation of the study of some areas in contemporary mathematics and their relationship to modern systems and fair apportionment, patterns and tilings, growth and form, and measurement. (Prerequisite: Mathematics 112 or 113.)

301 History of Mathematics. Topics in the history of Mathematics. (Prerequisite: 151.)

PHYSICS

201 The Atmosphere and the Oceans. A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution. (Prerequisite: Either Physics 101 or 150, Biology 170, or a Level I Chemistry course.)

202 Nuclear Energy: Risks vs. Benefits. The nature of nuclear radiations, their effects and uses; hazards and benefits; nuclear power, fission and fusion. (Prerequisite: Any Level I NSM courses.)

204 Frontiers in Astronomy. Communicates the tremendous explosion of knowledge that has occurred in astronomy during the last few years and the goal of future missions in space. (Prerequisite: Physics 104.)
205 **History of Physical Science** (cross-listed as History 259). Key experiments and theoretical structures of physics and chemistry from the Greeks through the early twentieth century. Emphasis is given to how ideas which developed in science and in other intellectual disciplines influenced each other. (Prerequisite: Two Level I NSM courses.)

206 **Sound and Acoustics.** Sound waves, their production, transmission and detection; applications to music, room acoustics and sound recording. Optional Lab. (Prerequisite: Any Level I NSM course.)

207 **Resources in a Technological Society** (cross-listed as Chemistry 206). A study of one or more resource problems of our society such as food, minerals and energy; the importance, availability and need of each resource and its relationship to modern technology. (Prerequisite: Completion of Level I NSM requirements.)

209 **Physics and Society.** The scientific bases of selected technologies; the impacts of technology upon society; the control of technology. (Prerequisites: Any Level I Physics or Chemistry course.)

222 **Natural Science, Technology, and Arms Control** (cross-listed as Chemistry 222). A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. (Prerequisite: Any Level I NSM course.)

223 **Light, Color, and Photography** (cross-listed as Art 223). Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, laser and holography. Optional laboratory. (Prerequisite: Any Level I NSM course.)

**SOCIOLoGY**

216 **Biology and Culture.** The interrelationships between culture and biology in the shaping of social life, including human evolution, sexual differences, race and other aspects of human variation. (Prerequisite: Any Level I Biology course.)
ADMINISTRATION
Ronald J. Patten, Ph.D., C.P.A.
   Dean
Mark Sullivan, Ph.D.
   Associate Dean
Jeanne M. Maloney
   Executive Assistant to the Dean
Angela L. Bruch, M.Ed.
   Assistant Dean and Director
Betty Kourasis, M.A.
   Associate Director and Director, Advising Services
Tina Morgan, M.Ed.
   Assistant Director
Jerri Fields, M.S.
   Assistant Director

LIBRARIES, FACILITIES, FACULTY

ADMISSIONS

BACHELOR OF SCIENCE IN COMMERCE
Liberal Studies Program
College Requirements
Special Programs
   International
   Pre-Law
   Program Acceleration
   Double Major
   Minors
   Center for Professional Education
School of Accountancy
Economics
Finance
Management
Business Administration
Marketing
Business Mathematics and Statistics
Established in the autumn of 1912, the College of Commerce began classes on January 13, 1913. The 1991-92 academic year will mark the 79th anniversary of the College, ranking it among the ten oldest business schools in the United States.

The College offers, on the undergraduate level, the Bachelor of Science in Commerce degree (B.S.C.) in its full-time Day and Evening divisions. The Evening division, which also offers Saturday classes, meets the needs of both the degree and non-degree seeking part-time student.

From its inception, the College has placed highest priority on maintaining quality programs that combine both general and specialized learning experiences. To provide its students with a broad understanding of the multi-faceted forces shaping their world, the College concentrates a significant amount of their academic work in the Liberal Studies. Specifically, the general learning experiences are distributed throughout four divisions of liberal education: Behavioral and Social Sciences, Natural Sciences and Mathematics, Fine Arts and Literature, and Philosophy and Religion.

To prepare them for entry into a professional career in business, industry, government, or non-profit institutions, the College offers students basic and advanced learning experiences in the specialized fields of Accountancy, Economics, Finance, Management, and Marketing. True to the Vincentian heritage of DePaul University, the College includes within these experiences the study of the moral and ethical issues impacting upon public and private institutions in society as well as the individual.

The high quality of DePaul University's business programs is recognized by the fact that both the undergraduate and graduate programs are accredited by the American Assembly of Collegiate Schools of Business. This distinction is held by only a limited number of Schools of Business in the United States.

Ronald J. Patten, Ph.D., C.P.A., Dean
THE COLLEGE OF COMMERCE AND CHICAGO

For over three-quarters of a century, the College has been committed to an urban and a metropolitan identification and to the recognition that its past, present, and future are linked inextricably to the stability and vitality of the city of Chicago. For students in the College of Commerce, this means studying and working in Chicago, one of the most dynamic business and financial centers in the world. For graduates of the College of Commerce, this means abundant career choices and opportunities after leaving DePaul. Truly, DePaul has been the developer of Chicago's business leaders for over seven decades.

FACULTY

Over 200 men and women serve on the faculty of the College. These individuals are committed to providing DePaul students with a challenging, high-quality classroom learning experience. This commitment has led over 85% of the faculty to earn Doctoral degrees in their respective disciplines. In addition, many of the faculty have demonstrated their technical competence by earning professional certifications in their special fields. Among the certifications held by the faculty are the following: Certified Public Accountant (CPA), Chartered Financial Analyst (CFA), Certificate in Management Accounting (CMA), Certificate in Data Processing (CDP), Accredited Personnel Specialist (APS), Chartered Property and Casualty Underwriter (CPCU), Associate in Risk Management (ARM).

UNIVERSITY LIBRARIES

The DePaul Libraries provide resources and services through five different units: the Loop Campus Library, the Lincoln Park Campus Library, the Law Library, the O'Hare Campus Library and the Oak Brook Campus Library. The Loop Campus Library primarily focuses on business materials to support the programs of the College of Commerce but also has core collections of materials in other subjects. The combined collection of the University Libraries includes over 574,000 volumes, 244,000 microform volumes, and over 9,400 current serial subscriptions and a varied microcomputer software and audiovisual collection. In addition, Illinet Online is an online catalog and circulation system for materials in the libraries of 37 other colleges and universities in Illinois. In the academic year 1987-88, a Career Resource Center was added to the Lewis Center Library to assist students with career research and guidance. For a fuller description of the resources and services of the University Libraries, consult page 355 of the Bulletin.

ADMISSIONS

Candidates interested in admission to the College should direct all inquiries to the Office of Admissions, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 362-8300. The Office of Admissions will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $20.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult page 361 of the Bulletin.

Candidates seeking admission to the College must present credentials which demonstrate that they are capable of high academic achievement. Specifically, to succeed in the study of business, students must possess a number of academic qualities. They must be able to think analytically and reason to valid conclusions relying on both quantitative and nonquantitative information. Particular attention is therefore given to the mathematical and verbal abilities of candidates.
Bachelor of Science in Commerce

MISSION

The purpose of the College of Commerce is to develop and disseminate knowledge as it relates to business and its role in society. As a primary objective, the College acts to incorporate positive cultural, social, moral and ethical values within its programs.

As an institution of higher learning, the College serves students who seek a high quality business education, both as a means of broadening their intellectual and cultural experiences and as a means of increasing their opportunities for achieving social and occupational mobility within a global society.

CURRICULUM

The student's academic program consists of two parts: courses in the College and courses in the Liberal Studies Program. Together these two components contribute to the common purpose of all study in the College, namely professional preparation grounded in liberal education.

The student's course of study in the College is in turn comprised of a Common Core, courses required of all students regardless of major field, and a number of major field courses in either the School of Accountancy, or the Departments of Economics, Finance, Management, or Marketing. A minimum of 188 quarter hours is necessary for graduation. The student should consult the entries which follow for a detailed description of the particular major field programs.

LIBERAL STUDIES PROGRAM

The student's course of study in the Liberal Studies Program is that part of his or her undergraduate program devoted to liberal education. The program seeks to balance and when necessary augment the student's course of study in his major field. In addition to the 20 quarter hours required in Common Studies, all students in the College are required to complete 14 courses distributed through 4 divisions in departments or Schools designated by the Liberal Studies Program. (For further information on the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin.) The particular requirements in each division are as follows.

Common Studies: 20 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106), 8 quarter hours in World Civilizations (105, 106), and 4 quarter hours of communications. The College Writing and World Civilizations courses are to be taken in the freshman year or in any case before the student begins his sophomore year of studies. They must be taken concurrently and in sequence.

Fine Arts and Literature: 3 Level I courses (12 quarter hours) in the Departments of English, Music, Art, Theatre (or other departments designated by the Division). No more than one course in a department.

Philosophy and Religion: 4 courses (16 quarter hours) are required in the Departments of Philosophy and Religious Studies (or other departments designated by the Division), 2 Level I courses in different departments, 1 Level II course, and 1 additional Level II course in Business, Ethics, and Society. This last course has been specifically developed for students in the College of Commerce.
Behavioral and Social Sciences: 4 courses (16 quarter hours) are required in the Departments of Psychology, Sociology, Political Science, Economics, or Geography (or other departments designated by the Division), 3 Level I courses in different departments and 1 Level II course.

(Please note: Commerce students will not receive Liberal Studies credit for Economics 103 and 104.)

Natural Sciences and Mathematics: 3 courses (12 quarter hours) are required in the Departments of Chemistry, Computer Science, Biological Sciences, Mathematics, or Physics (or other departments designated by the Division), 2 Level I courses in different departments and 1 Level II course.

(Please note: Commerce students will not receive Liberal Studies credit for Mathematics 112 and 208, and Computer Science 110.)

Modern Language Option

Students who wish to study a modern language, either for their own interest or to prepare for a career in international business, may substitute a three course sequence for one Level II course in any of three divisions of the Liberal Studies Program.

The Department of Modern Languages now offers minors in commercial French and Spanish (See Modern Languages, "Special Programs.) The commercial language minor programs prepare students to take commercial certification exams offered by the French and Spanish governments.

COLLEGE REQUIREMENTS

Common Core

All students in the College must have background in the areas of Accountancy, Mathematics, Economics, Business Law, Finance, Management, and Marketing. Courses in these departments are distributed in the following manner:

Freshman/Sophomore Core

Within the first two years of study all students must take the following and earn a grade of "C-" or better in each course provided the cumulative G.P.A. in these courses is not less than 2.0 (the minimum required for Junior Standing):

Accountancy: 101 Principles of Accounting I, 103 Principles of Accounting II, 203 Cost and Managerial Accounting is required for Accountancy students only.


Economics: 103 Principles of Macroeconomics, 104 Principles of Microeconomics.

Management Information Systems: 130 Introduction to Computer Technology and Methodology.

Junior/Senior Core

The final two years of study in the College include the following required courses:


Finance: 310 Financial Management I.

Economics: 315 Money and Banking. (Students in the department of Finance must take Finance 320 Money and Banking in place of Economics 315.)
Management: 300 Management and Organization Principles and Practice; 301 Operations Management I; 396 Policy Formulation and Administration. (To be taken in the Senior Year. 394 Entrepreneurship Policy: Diagnosis and Planning may be substituted for 396. Only one of these courses may be applied to the degree.)

Management Information Systems: 340 Management Information Systems. (To be taken in the Senior Year.)


The final two years of study in the College also include four advanced level elective courses for students majoring in Economics, Management or Marketing. Finance majors have three advanced level elective courses and Accountancy majors have one advanced level elective course, which must be selected from courses offered by the College of Liberal Arts and Sciences. A minimum of two of these elective courses will be selected from courses offered by the College of Liberal Arts and Sciences and a maximum of two may be selected from the College of Commerce. Students electing to pursue a minor field in one of the Liberal Arts and Sciences disciplines may substitute the appropriate L.A. & S. courses for these electives. Prior approval from the student's academic advisor is required.

**Academic Advisement**

All degree seeking students receive academic advisement in the College. Academic advisors are available to provide information concerning curriculum, course selection, registration, academic regulations and University policies and procedures. Academic advisors will also make appropriate referrals to help students in the use of College and University resources according to individual needs. Students are encouraged to consult their academic advisor periodically during the year.

When students formally declare their major fields, they ordinarily will also be assigned a faculty advisor from the appropriate department. Faculty advisors can assist in the selection of major field electives and business electives which will best compliment a student's major and career intentions.

**Portfolio Advising Center**

The Portfolio Advising Center is a resource for Undergraduate Commerce students. At the Portfolio, students can gain academic, commerce, and general DePaul information quickly and easily. The Portfolio is designed to aid students directly and eliminate the need to see an advisor for routine questions. Any questions pertaining to policies or procedures, deadlines or scheduling can be answered at the Portfolio by phone or on a walk-in basis. The Portfolio Advising Center is located in Lewis 1221 and is open 8 am to 7 pm during the academic year and 8 am to 6 pm during the summer.

**Declaration of Major Field**

Declaration of the major field is required by the end of Winter Quarter in the Junior year. Consult departmental listings for specific requirements of each department in order to declare a major.

A grade of "C-" or better is required in each major field course whether taken as an elective or as a required course provided the cumulative G.P.A. in the major field courses is not less than 2.0. Students must also have earned a "C-" or better in all Freshman/Sophomore core courses provided the cumulative G.P.A. in these courses is not less than 2.0. Adjustments in program may be made on recommendation of advisors and upon agreement with chairs concerned. "The Major Field Electives" may be taken outside of the College of Commerce with the written approval of the student's advisor.
Junior Standing

A prerequisite of "Junior Standing" means that the student must have completed a minimum of 88 quarter hours of coursework, including Accountancy 101, 103, Economics 103 and 104, Business Calculus I and II 125, 126, and 142 and Management Information Systems 130 with a "C-" or better provided the cumulative G.P.A. in these courses is not less than 2.0. Students who have not earned Junior Standing may not register for courses to which the prerequisite applies.

Pass-Fail Policy

A purpose of the Pass-Fail option is to encourage students to seek educational experiences in courses which are not required in the student's program. In conformity with the University policy on Pass-Fail, students in the College of Commerce may take Advanced Level electives and the open elective Pass-Fail as long as they are courses outside of the student's major/minor field, and may take only one Pass-Fail per discipline.

Students in the College must enroll for a letter grade in all parts of the Common Studies sequence, the Commerce Core and in all major/minor field courses. Students must be in "good standing", i.e. 2.00 grade point average or above, in order to apply for Pass-Fail, and may take a maximum of one Pass-Fail per quarter. Grades of A to D— are considered passing grades. See page 382 for additional information.

SPECIAL PROGRAMS

European Seminar Comparative Business Practices I and II

The purpose of this seminar is to provide the students with an on-site introduction to the cultural, business and economic environment, and business practices in certain West European countries. Countries visited during recent years include Belgium, England, France and the Netherlands. Selected students participate in seminars arranged with senior management and other personnel of a variety of organizations, including U.S. and European multinational firms and their subsidiaries, European private and public enterprises, and European educational institutions. These organizations cover the areas of accounting, commercial and central banking, marketing, manufacturing, insurance, business journalism, and consulting. Students will also complete an in-depth research paper in an international business area approved by the Director of the Seminar. The credits for two courses, ECO 300 and ECO 301, may be applied in fulfillment of Advanced Level electives (or a major field course with prior approval of the major field chairman). Participants pay all travel and living expenses. Offered in Summer I only. Application for the program must be made during the Autumn Quarter. Contact the Portfolio Advising Center of the director of the European Seminar. Prerequisite: Junior Standing.

Seminar on French Economy and Business

This intensive seminar will be held at the University of Paris I (Sorbonne-Pantheon) for one week in the early part of the Spring Quarter. The Seminar involves presentations on the French Economy and the relationship of the French Government to the business sector at the University of Paris I and also visits to various organizations and businesses. (Last year's visits included the French Planning Commission, OECD, and the European Parliament in Strasbourg.) This seminar will be taught by Dr. Bala Batavia of DePaul University and Dr. Claude Menard of the University of Paris I. Credits for this course ECO 304 may be applied as a business elective (or a major field course with prior approval of major field chairman). Participants pay all travel and luxury expenses. Application for the program must be made in the Autumn Quarter before November 15th. Contact the Portfolio Advising Center or the director of the French Seminar. Prerequisite: Senior Standing.
Pre-Law

Pre-Law study in the College of Commerce is intended for those students who, in addition to satisfying the requirements of a major field, also want to develop those capacities and skills essential for satisfactory performance in law school.

The Association of American Law Schools, while not prescribing specific courses for students planning to study law, has described certain skills that it believes essential for the later success of students preparing for a career in law. These skills are to speak and write clearly; to think clearly, critically and independently in situations involving problem solving and sound judgment; and to understand business, social and political institutions.

Consistent with developing these abilities, Pre-Law study in the College of Commerce provides students with an understanding of the background and operation of business institutions, with communication and mathematical skills, and a solid general studies education designed to develop analytical habits.

Individual programs of study adapted to the unique interests and aspirations of students preparing for a legal career are designed with the assistance of the College of Commerce Pre-Law advisor, Alexander Devience, J.D.

Program Acceleration

Many departments provide an opportunity for acceleration through credit-by-examination in various courses. Students are encouraged to discuss with their advisor ways of accelerating or enriching their program in order to progress toward their degree at a pace more suited to their individual desires and abilities.

The College of Commerce encourages the undergraduate student to consider further studies at the graduate level. The undergraduate student may apply for admission to the Master of Accountancy program in December of his or her junior year and complete the Masters degree by the end of his or her fifth year. In addition, the Master of Business Administration, Master of Accountancy, Master of Science in Accountancy, and Master of Science in Taxation degrees can usually be earned in a year if a student enrolls on a full-time basis in the three regular quarters and in both Summer Sessions following graduation from the undergraduate program. It is possible to earn one of these degrees in one year since a Commerce student will have completed all prerequisite work required by the Graduate School of Business. The Graduate Management Admission Test (GMAT) is required for entrance into graduate studies and should be taken early in the senior year.

Double Major

It is possible for a student to obtain a double major by meeting the requirements for two of the major field areas. This is accomplished by choosing to use two of the Advanced Level Electives in the second major area and taking a minimum of four additional courses beyond the normal 47 courses required before the student accepts an undergraduate degree. An academic advisor should be consulted for specific information.

Minor

A minor is a combination of courses that provides a cohesive introduction to an area of study. Students in the College of Commerce may elect to develop a minor in a Commerce or a Liberal Arts and Science discipline.

The following minors are available to Commerce students. The page numbers indicate where specific course requirements may be found.
Commerce Minors:

ACCOUNTANCY (p. 51)
ECONOMICS (p. 56)
FINANCE (p. 62)
MANAGEMENT (p. 68)
MARKETING (p. 77)

Liberal Arts and Sciences Minors:

AMERICAN STUDIES (p. 99)
ART (p. 102)
BIOLOGICAL SCIENCES (p. 108)
CHEMISTRY (p. 116)
COMMUNICATION (p. 125)
COMPUTER SCIENCE (p. 135)
ECONOMICS (p. 145)
ENGLISH (p. 150)
GEOGRAPHY (p. 160)
HISTORY (p. 166)
INTERNATIONAL STUDIES (p. 180)
LATIN AMERICAN STUDIES (p. 185)
MATHEMATICS (p. 190)
MODERN LANGUAGES (p. 202)
PHILOSOPHY (p. 221)
PHYSICS (p. 228)
POLITICAL SCIENCE (p. 235)
PSYCHOLOGY (p. 245)
RELIGIOUS STUDIES (p. 252)
SOCIOLOGY AND ANTHROPOLOGY (p. 257)
WOMEN'S STUDIES (p. 271)

The following policies apply to minors: (1) in order to declare a minor, a student must have a cumulative GPA of 2.0, (2) a grade of "C-" or better is required in each minor course provided the cumulative G.P.A. in the minor field courses is not less than 2.0, (3) courses in a minor may not be taken pass/fail, (4) a student may not take a minor offered by the department of his or her major.

Students electing to pursue a minor should consult their academic advisor concerning application of these courses to the Commerce curriculum. Commerce minors are not available to students in other colleges.

Center for Professional Education

The Center for Professional Education officially became a part of the College of Commerce on September 1, 1984. Its purpose is to provide continuing professional education to members of the Chicago area business community. The Center seeks to offer a broad range of programs that will enhance professional development at all levels of management through both public and in-house presentations. Seminars, workshops, short courses, full courses, and longer running certificate programs covering a variety of traditional and current business topics will be offered to accomplish this purpose. For more information on the Center, please contact Ms. Carolyn Gianforte, Assistant Director, Center for Professional Education, DePaul University, 25 E. Jackson Boulevard, Chicago, IL 60604; (312) 362-6780.

Scheduling Information

After each course description, information is given regarding the quarter in which the course is tentatively scheduled to be offered.

This scheduling information represents the best effort of the College to indicate when particular courses are to be offered; it does not represent a guarantee or legal obligation. Scheduling for any course may change without notification. Given the vagaries of enrollment and staffing, a course may be offered more or less frequently than indicated.
School of Accountancy

John T. Ahern, Jr., D.B.A., C.P.A., Associate Professor and Director

Known for its innovative programs in accounting, the School of Accountancy has been a major source of graduates for professional accountancy careers in public accounting, business and industry, and the public sector. The School is a member of the Federation of Schools of Accountancy and is one of the largest accounting programs in the United States, and has earned the maximum accounting accreditation from the American Assembly of Collegiate Schools of Business.

The School of Accountancy strives to serve students, the public interest and the profession of accountancy through teaching excellence, service, and research. The School of Accountancy serves by (1) providing qualified students through undergraduate and graduate degree programs with the education necessary to commence and continue their careers as professional accountants in public accounting, business and industry, and the public sector; (2) providing all students in the College of Commerce with a fundamental knowledge of accounting as a vital element in the management of complex organizations; (3) providing the public with education in accounting that serves needs including courses for continuing professional education and professional certification; and (4) promoting applied and theoretical research of significance to the accounting profession and the underlying accounting discipline.

The objectives of the Bachelor of Science in Commerce-Accountancy curriculum are to provide students with a solid foundation in the theory, principles, and procedures of the discipline and professional practice of accountancy, including the study of financial, managerial, and tax accounting as well as auditing and systems; to encourage and prepare students for professional certification; to foster an understanding of the profession of accountancy and its role in modern business environments; and to develop an awareness of the need for continuing intellectual development through either professional or academic means.

FACULTY

John T. Ahern, Jr., D.B.A., C.P.A., Associate Professor and Director
Timothy J. Lockyer, Ph.D., Assistant to the Director
Bruce Tandet, M.B.A., C.P.A., Coordinator of Faculty and Curriculum
Robert M. Peters, Ph.D., C.P.A., Deloitte & Touche Alumni Distinguished Professor and Administrator of Strobel Honors Program
Keith Baker, J.D., C.P.A., Instructor
Terry Baker, M.B.A., Instructor
Van T. Barletta, M.B.A., C.P.A., Lecturer
Charles J. Barron, J.D., M.M., C.P.A., Adjunct Assistant Professor
Thomas R. Bretz, M.S.T., C.P.A., Adjunct Assistant Professor
James M. Burns, M.B.A., C.P.A., Lecturer

University of Kentucky
Pennsylvania State University
University of Illinois
University of Kentucky
University of Illinois
University of Chicago
University of Chicago
Chicago-Kent College of Law
DePaul University
DePaul University
Lisa Capozzoli, M.Acc., Visiting Instructor
James Carlini, M.B.A., Lecturer
Karen E. Cedaroth, M.ST., C.P.A., Lecturer
Gail Ceynon, Ph.D., Assistant Professor
Edwin Cohen, Ph.D., C.P.A., Professor
Harvey Coustan, M.ST., C.P.A., Adjunct Assistant Professor
Clovis N. da Silva, Ph.D., Professor Emeritus
Sasa Dekleva, Ph.D., Assistant Professor
Barbara J. Driscoll, M.S.A., Lecturer
John A. Driscoll, M.B.A., C.D.P., Instructor
Donna Dufner, M.S., Visiting Instructor
Howard Engle, M.ST., C.P.A., Adjunct Assistant Professor
Thomas Festle, M.Acc., Lecturer
Edward C. Foth, Ph.D., C.P.A., Associate Professor
Elliott M. Friedman, J.D., C.P.A., Adjunct Associate Professor
Mark L. Frigo, Ph.D., C.P.A., C.M.A., Professor
Phyliss J. Glewicz, M.B.A., C.P.A., Lecturer
Barbara Grabowski, Ph.D., Assistant Professor
Nancy Hill, Ph.D., Assistant Professor
Bruce E. Huey, M.ST., C.P.A., Adjunct Assistant Professor
Donald F. Istvan, D.B.A., C.P.A., Professor
Kenton, J. Klaus, M.B.A., C.P.A., Lecturer
Susan Lueders, M.S.A., Visiting Instructor
Stanley C. Martens, Ph.D., C.P.A., Assistant Professor
Mark A. McCarthy, J.D., M.A.S., C.P.A., C.M.A., Assistant Professor
Alumni Distinguished Professor
James N. McGowan, M.B.A., C.P.A., Lecturer
Henry S. Moss, M.S.A., C.P.A., C.D.P., Assistant Professor
Elizabeth A. Murphy, M.B.A., C.P.A., Lecturer
Belverd E. Needles, Jr., Ph.D., C.P.A., C.M.A., Arthur Andersen & Co. Alumni Distinguished Professor
Leo R. Newcombe, M.B.A., C.P.A., Professor Emeritus
Denise Nitterhouse, D.B.A., C.P.A., Associate Professor
Thomas A. Nowak, M.B.A., C.P.A., Lecturer
Raymond R. Pallastrini, M.B.A., C.P.A., Lecturer
Gerard V. Radice, M.B.A., C.P.A., Professor Emeritus
Helene Ramanauskas-Marconi, Ph.D., C.P.A., Professor Emeritus
David J. Roberts, J.D., M.ST., M.B.A., C.P.A., Associate Professor
Larry B. Rudman, M.ST., C.P.A., Adjunct Assistant Professor
Catherine Rudolph, M.B.A., C.P.A., Lecturer
Donald Shannon, Ph.D., C.P.A., Professor
Milton D. Shulman, Ph.D., C.D.P., C.S.P., Professor Emeritus
Gary Siegel, Ph.D., C.P.A., Associate Professor
Timothy Smith, Ph.D., Assistant Professor
Ronald S. Sonenthal, M.ST., C.P.A., Lecturer
Kevin T. Stevens, D.B.A., C.P.A., Assistant Professor
William P. Stevens, Ph.D., C.P.A., Associate Professor

DePaul University
DePaul University
DePaul University
Northwestern University
Michigan State University
DePaul University
Georgia State University
University of Belgrade
DePaul University
DePaul University
New Jersey Institute of Technology
DePaul University
DePaul University
Michigan State University
Chicago-Kent College of Law
Northern Illinois University
DePaul University
Northwestern University
University of Wisconsin
DePaul University
Indiana University

Northern Illinois University
University of Chicago
University of Illinois
Cornell University
DePaul University
University of Kentucky
DePaul University
Long Island University
DePaul University
University of Illinois
University of Michigan
Harvard University
DePaul University
DePaul University
University of Chicago

Maximillan University (Munich)
DePaul University
DePaul University
DePaul University
University of North Carolina at Chapel Hill
University of Illinois
University of Illinois
DePaul University
University of Arizona
DePaul University
University of Kentucky
University of Illinois
Arthur Andersen & Co. Alumni Distinguished Professorship of Accountancy

Through the generosity of the alumni and friends at Arthur Andersen and Co., this named chair was established in 1988 and has been held by Professor Belverd E. Needles in recognition of his contributions to accounting education.

Deloitte & Touche Alumni Distinguished Professorship of Accountancy

Through the generosity of the alumni and friends at Deloitte & Touche this named chair was established in 1988 and has been held by Professor Robert M. Peters in recognition of his superior teaching and leadership in undergraduate accounting education at DePaul University.

Ledger & Quill Distinguished Professorship of Accountancy

Through the generosity of Ledger & Quill, the alumni and friend organization of the School of Accountancy, this named chair was established in 1990 and has been held by Professor John McEnroe in recognition of his superior teaching and leadership in undergraduate accounting education at DePaul University.

SCHOOL OF ACCOUNTANCY SCHOLARSHIPS

The Scholarship Selection Committee of the School evaluates applicants for these awards on the basis of academic achievement, high school record, ACT/SAT scores, and extracurricular activities. A personal interview with the Committee also is part of the selection process for these scholarships.

Ledger & Quill Scholarships

The School's chief scholarship programs are the Ledger & Quill Scholarships, the Strobel Scholarships and the Melvoin Scholarships. The merit-based L&Q Scholarship is a full tuition, four-year renewable award for accounting study at DePaul: one is awarded annually to an incoming first-year student. The L&Q Multicultural Award, another full tuition, four-year renewable scholarship, is available to an accounting student with a multicultural background.

Strobel Scholarships

The Strobel Scholars Honors Program also offers scholarships, including the four-year renewable, half tuition Strobel Scholarship. Strobel Achievement Awards are offered to students at all levels of the program. Generated by the Strobel Endowment Fund, Strobel Scholarships and Awards are offered to students in the Strobel Scholars Program.
Charles Melvoin Scholarships

Funded by the Charles Melvoin Fund in the School of Accountancy, one renewable Melvoin Scholarship, approximately one quarter tuition, is offered yearly to a selected incoming first year student.

ACCOUNTANCY PROGRAM REQUIREMENTS

Accountancy: 203 Cost and Managerial Accounting I; 204 Intermediate Theory I; 206 Intermediate Theory II; 308 Intermediate Theory III; 372 Auditing Theory I; 380 Taxes I; 383 Taxes II; and one from 303 Cost and Managerial Accounting II, 320 Accounting Systems; 374 Auditing Theory II or 389 Current Issues in Accounting Practice.

Supporting Fields: Business Law 202 Commercial Paper and Sales is required.

Adjustments in programs may be made on recommendation of advisors and upon agreement with the Director or designee. The elective for Commerce students majoring in Accountancy must be selected from courses offered by the College of Liberal Arts and Sciences. A grade of "C-" or better is required in all major-field courses whether taken as an elective or as a required course, provided the cumulative G.P.A. in these courses is not less than 2.0.

Graduating seniors may take the Certified Public Accountant examination and/or the Certified Management Accountant examination in the last term of their senior year. Students planning to take one or both of these examinations at this time must have 180 quarter hours, which include all accounting courses, completed by the end of Winter Quarter of the senior year.

SPECIAL PROGRAMS OR REQUIREMENTS

Admissions Policy

MEMBER STATUS

Students are considered Members of the School of Accountancy when they have (1) met DePaul University and College of Commerce admissions requirements; (2) declared Accountancy as their major field by completing a Declaration of Major Form.

DECLARED STATUS

I. Qualifications for admission with Declared Status to the School of Accountancy are based on (1) the student's demonstrated ability in accountancy and (2) overall academic performance.

II. The student's eligibility for candidacy is based upon the following criteria: (1) an accountancy grade point average in Accountancy 101, 103, 203 and 204 of minimum 2.0 or above, and (2) a minimum cumulative G.P.A. of 2.3 in all academic work including accounting courses.

III. A grade of "C-" or better in all Freshman/Sophomore Commerce core courses provided the cumulative G.P.A. in these courses is not less than 2.0.

IV. The following formula is applied to these criteria: Accountancy Grade Point Average + Overall G.P.A. = 4.75 or above. A person whose total score does not equal 4.75 or who does not meet the the above criteria for candidacy is NOT eligible for Declared Status.

V. Examples:

<table>
<thead>
<tr>
<th>Eligible:</th>
<th>Not Eligible: (Accountancy G.P.A. below 2.3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy G.P.A.</td>
<td>2.33</td>
</tr>
<tr>
<td>Overall G.P.A.</td>
<td>2.50</td>
</tr>
<tr>
<td>Total Score</td>
<td>4.83</td>
</tr>
</tbody>
</table>
VI. Students should submit their Declaration of Major Form upon completion of Accountancy 204. Completion of the Declaration of Major Form is required by the end of the Winter Quarter in the Junior Year. Membership may be conferred upon highly qualified students prior to Junior Standing at the discretion of the Director.

INTENDED STATUS

Prior to completion of Accountancy 204 and acceptance by the School of Accountancy of the Declaration of Major Form, students will have status as Intended Accountancy major.

Minor

A student may obtain a minor in Accountancy by completing the following courses: 101 Principles of Accounting I; 103 Principles of Accounting II; 203 Cost and Managerial Accounting I; 204 Intermediate Theory I; 206 Intermediate Theory II; and one accounting elective (excluding BLW 202 and MIS 130 and MIS 340, formerly ACC 130 and ACC 340). Students may declare a minor in Accounting by completing a Declaration of Minor Form. The student’s eligibility for candidacy is based upon the following criteria: (1) an Accounting G.P.A. of 2.0 or above in all accounting courses; (2) a cumulative G.P.A. of 2.0 in all academic work; (3) and completion of one accounting course at DePaul prior to declaration.

The Strobel Honors Program

The designation “Strobel Scholar” is reserved for students of exceptional ability, achievement, and motivation in the School of Accountancy’s Strobel Honors Program. These students are characterized by outstanding academic records, high aptitudes for scholastic work, and reputations for leadership. Participation in this program is by invitation only.

Special honors sections of accountancy courses are provided for Strobel Scholars every quarter as indicated in the quarterly class schedule. The content and structure of these honors sections are designed to appeal to the Strobel Scholar.

Strobel Scholars proceed through the Program together, interacting with peers who have similar abilities. Learning and teaching concepts are advanced and student-oriented; small group activities and student presentations are used in honors sections. Outside speakers from the accounting and business communities are frequent visitors and participants.

Students in the Strobel Scholars Program are expected to maintain high academic performance throughout the complete honors curriculum. Academic performance is reviewed at the end of each school year by the Administrator of the Strobel Scholars Program, Dr. Robert Peters, Deloitte & Touche Alumni Professor.

The Program is named after the former chairman of the Accountancy Department, Professor (Emeritus) Eldred C. Strobel. Professor Strobel’s distinguished career as an accounting educator spanned thirty-five years, fourteen of which were served as chairman. Known for his support of innovative approaches to accounting education, he was the founder of the honors program which now bears his name.
Master of Accountancy (M.Acc.)

DePaul undergraduate accounting majors who are accepted into the Master of Accountancy program take an integrated course of study that leads to both the BSC and MAcc degree in five years. The Master of Accountancy is a graduate degree which combines advanced training in Accounting with graduate business and management courses. In addition to advanced study, students in the program take the CPA or CMA examination before graduation.

Full-time, day undergraduate accounting majors who will have at least 120 quarter hours (including Accounting 204 and either Accounting 206 or 303) of study toward the Bachelor of Science in Commerce degree by the end of the Winter Quarter of their junior year may apply for enrollment in the Master of Accountancy program. Interested students should take the Graduate Management Admission Test (GMAT) and apply for the MAcc in December of their junior year. More information may be obtained on this option from the Graduate School of Business or School of Accountancy.

Courses

All courses carry four hours of credit unless otherwise stated.

101 Principles of Accounting I. An introduction to accounting as the means of recording, storing, and summarizing economic events of the business enterprise. Emphasis is placed on financial statements and other financial reports to management and the public based on the accounting equation, accrual accounting concepts, and data gathering techniques. (Prerequisite: Mathematics 130 or equivalent and adequate performance on the University Assessment tests in reading, writing and mathematics. Incoming freshmen, unless participating in the Eldred C. Strobel Scholars Program, may not enroll in this course until they have completed 12 hours of academic study at DePaul University.) Offered every term.

103 Principles of Accounting II. A companion and sequel course to Accounting 101. This course continues exploring basic accounting fundamentals and concepts as well as financial statements and their use in the business world. Topics include current and long-term liabilities, partnerships, corporations, statement of cash flows, and financial statement analysis. (Prerequisite: 101.) Offered every term.

203 Cost and Managerial Accounting I (formerly 104). Provides the conceptual and practical foundation in cost and managerial accounting. Deals with cost accumulation techniques (job, process, and standard costing), cost-volume-profit analysis, joint and by-product costs and relevant cost analysis for decision making. Selected spreadsheet applications will be introduced. (Prerequisite: 103 and MISI30.) Offered every term.

233 Managerial Accounting for Non-Accountants. This is a survey course in managerial accounting. The course emphasizes how to use accounting information for management decisions. Students will be exposed to planning and control techniques, cost behavior, cost-volume-profit analysis, production costs, differential and relevant decision making costs, capital budgeting decision, budgeting and performance evaluation. Selected spreadsheet applications will be introduced. (Prerequisites: Enrollment limited to non-accounting majors.) Offered variably.
The following courses may be taken only upon completion of the Freshman/Sophomore Core. See page 42.

**204 Intermediate Financial Accounting I.** A thorough investigation of generally accepted accounting principles, and alternatives thereto, underlying corporate financial statements. Emphasis is placed on assets, liabilities and income measurement, including revenue recognition. Selected spreadsheet applications will be introduced through homework assignments. (Prerequisite: MIS 130 and ACC 203 or equivalent and Junior Standing.) Offered every term.

**206 Intermediate Financial Accounting II.** A companion and sequel to Accounting 204. Emphasis is placed on owner's equity, long term investments, pensions, leases, earnings per share, statement of cash flows, and the accounting treatment of income taxes. Selected spreadsheet applications will be introduced through homework assignments. (Prerequisite: ACC 204 and MIS 130 or equivalent.) Offered every term.

**303 Cost and Managerial Accounting II.** This course deals with cost and managerial accounting in decision making. Topics include segment performance evaluation, transfer pricing, capital budgeting and decision making under uncertainty. Students will be exposed to mathematical models, control and decision models, and the use of statistical techniques for cost estimation and control. Students obtain hands-on computer experience. (Prerequisite: 203, BMS 142 and Junior Standing.) Offered every term.

**308 Advanced Financial Accounting** (formerly 208). A companion and sequel to Accountancy 206. Emphasis is placed on the accounting for multi-corporate entities and acquisitions, accounting for non-profit organizations, foreign operations, partnership accounting and segment reporting. Selected spreadsheet applications will be introduced through homework assignments. (Prerequisite: ACC 206 and MIS 130 or equivalent.) Offered every term.

**320 Accounting Systems.** This course is designed for the management accountant who must use accounting information systems and for the auditor who must understand the system in his approach to the audit. Topics to be discussed include internal control, systems concepts and techniques, data processing concepts, and accounting procedures and controls. Emphasis will be placed on the study and understanding of typical accounting information systems rather than on the design of new systems. Students will gain hands-on computer experience. (Prerequisite: MIS 340 or equivalent.) Offered variably.

**372 Auditing Theory I.** Organization of the accounting profession, professional ethics, and auditors' legal responsibilities, financial and operational audits by external and internal auditors in the private and public sectors, and the resulting audit reports. Emphasis is placed on generally accepted auditing standards; practical applications are presented as illustrative examples. Overview of U.S. securities laws and their impact on auditing. (Prerequisites: 206 and Junior Standing.) Offered every term.

**374 Auditing Theory II.** A companion and sequel to Accounting 372. This course emphasizes the implementation of generally accepted auditing standards through the integration of computer software and the study of sampling and other audit techniques. Recent professional pronouncements are also covered in depth. (Prerequisites: 372, and Junior Standing.) Offered every term.

**380 Taxes I.** The basic provisions of the Internal Revenue Code as they relate to the taxation of individuals. Concepts of gross income, exclusions, deductions, exemptions and credits, as well as property transactions. (Prerequisites: 204 and Junior Standing.) Offered every term.
383 Taxes II. Continuation of Accounting 380. Tax aspects of corporations and partnerships, including formation, operations, and distributions, as well as specially taxed corporations and an introduction to estate and gift taxation. (Prerequisite: 380.) Offered every term.

389 Topics in Financial Accounting Theory and Policy. The objectives of this course are to foster the understanding and interpretation of pronouncements of the FASB, to aid in understanding the role of the SEC in accounting policy formulation, and to expose students to academic research literature. (Prerequisites: 308 and Senior Standing.) Offered variably.

391 CPA Review. Preparation of students for the Certified Public Accountant examination. Numerous problems are worked by the student, both in the classroom and at home. Problems are selected to systematically review the student's knowledge of all pertinent aspects of accounting. Open only to candidates for the next CPA examination and with permission of the Director of the CPA Review. Students may take this review for eight quarter hours which can be used as hours needed to sit for CPA exam, but not for hours towards graduation. Begins in mid-June for November Exam and in January for May Exam.

392 CMA Review. (Non-credit.) Preparation of students for the Certificate in Management Accounting examination. Topics covered are economics and business finance; organization and behavior (including ethical considerations); public reporting standards, auditing, and taxes; periodic reporting for internal and external purposes; and decision analysis (including modeling and information systems). Open only to candidates for the next CMA examination and with the permission of the Director of the CMA Review. Does not carry academic credit. Offered variably.

398 Special Topics. Content and format of this course are variable. An in-depth study of current issues in accountancy. Subject matter will be indicated in class schedule. (Prerequisite: 204 and Junior Standing or as listed in class schedule.) Offered variably.

399 Independent Study. Available to students of demonstrated capability for intensive independent work in accountancy. (Prerequisite: Written permission of supervising faculty member, Chairman, and Manager of Academic Advising is required prior to registration.)

MANAGEMENT INFORMATION SYSTEMS

The School of Accountancy offers the following courses in Management Information Systems:

130 Introduction to Computer Technology and Methodology. This course is designed to familiarize the student with the computer as a problem solving tool in the business environment, to develop basic skills in computer programming, and to provide a background for communication with the information processing community. Hands-on instruction in the use of spreadsheets is incorporated. (Prerequisite: MAT 130 or equivalent or placement by the Mathematics Diagnostic Test.) Offered every term.

340 Management Information Systems. This course covers information systems within organizations. It addresses how information systems may be developed and used to support the operational, tactical and strategic decision-making activities impacting the functional areas of organizations. Students will gain hands-on computer experience in the use of appropriate software packages. (Prerequisite: 130 or equivalent and completion of at least one course in each of the College of Commerce Junior-Senior Common Core required disciplines.) Offered every term.
Economics

James E. Clecka, Ph.D., Professor and Chair

Economics analyzes the manner in which scarce resources are utilized to satisfy the material wants of people. The department offers courses that formulate, interpret, and explore topics such as unemployment, inflation, production and distribution, economic growth, and international economic relations. The faculty approach economics scientifically. Courses emphasize the need for accurate knowledge of business institutions and economic phenomena, for theories capable of explaining these phenomena, for estimating relationships among economic variables, and for testing explanations. After a thorough scientific analysis, the normative aspects of private and governmental economic policy are also studied.

The department prepares students for careers in business, government service, graduate work in economics, and areas such as law and graduate work in business administration. Typically, undergraduate majors in economics pursue careers in manufacturing industries, banking, and insurance; federal, state and local government; consulting firms; community organizations and trade associations; as well as many other areas. Their functions usually involve some combination of the following activities: (1) forecasting national and industrial trends, (2) analyzing consumer and capital goods markets, (3) analyzing cost/benefit relationships, (4) studying cost and price relationships, and (5) public relations.

In addition to this economics concentration in the College of Commerce leading to a Bachelor of Science in Commerce degree, DePaul University offers both a major and minor for students seeking a Bachelor of Arts degree in the College of Liberal Arts and Sciences.

FACULTY

James E. Clecka, Ph.D., Professor and Chair
Ashok Batavia, M.B.A., M.S.A., Lecturer
Bala Batavia, Ph.D., Professor
Elijah Brewer, Ph.D., Lecturer
Frank J. Brown, Ph.D., Professor Emeritus
Gabriella Bucci, Ph.D., Assistant Professor
Jin Choi, Ph.D., Assistant Professor
James J. Diamond, Ph.D., Professor Emeritus
Floyd R. Dill, Ph.D., Assistant Professor
Thomas D. Donley, M.A., M.S., Instructor
William M. Dugger, Ph.D., Professor
Douglas Evanoff, Ph.D., Lecturer
Animesh Ghoshal, Ph.D., Professor
Donald Hanson, Ph.D., Lecturer
William A. Hayes, Ph.D., Professor Emeritus

Purdue University
DePaul University
North Carolina State University
Massachusetts Institute of Technology
Catholic University of America
Johns Hopkins University
Iowa State University
Northwestern University
Cornell University
University of Illinois/University of Wisconsin
University of Texas
Southern Illinois University
University of Michigan
University of Illinois
Catholic University of America
Peter Heffernan, Ph.D., Lecturer
Anthony Krautmann, Ph.D., Associate Professor
Adolph E. Mark, Ph.D., Professor Emeritus
Michael S. Miller, Ph.D., Associate Professor
Thomas Mondschean, Ph.D., Assistant Professor
Herbert E. Neil, Jr., Ph.D., Adjunct Professor
Margaret A. Oppenheimer, Ph.D., Associate Professor
Laura J. Owen, Ph.D., Instructor
Bruce Phelps, Ph.D., Lecturer
Barbara Radner, Ph.D., Director, Center for Economic Education
William Sander III, Ph.D., Professor
Joseph Schwieterman, Ph.D., Lecturer
Gary Skoog, Ph.D., Lecturer
Richard M. Thornton, Ph.D., Professor Emeritus
William R. Waters, Ph.D., Professor Emeritus
Richard J. Wiltgen, Ph.D., Professor

The Ohio State University
University of Iowa
University of Illinois
University of Pittsburgh
University of Wisconsin
University of Michigan
Northwestern University
Yale University
Yale University
University of Chicago
Cornell University
University of Chicago
University of Minnesota
Northern Illinois University
Georgetown University
University of Illinois

DEPARTMENTAL PROGRAM REQUIREMENTS

Economics: 305 Pricing and Distribution Analysis; 306 National Income Analysis; and four electives in addition to 103 Principles of Macroeconomics; 104 Principles of Microeconomics; and 315 Introduction to Money and Banking.

DECLARATION OF MAJOR

For a student to become a major in the Economics Department the following conditions must be met: (1) the student must possess a cumulative G.P.A. of 2.0 or better; (2) received a minimum grade of "C-" in each Freshman/Sophomore Commerce core course provided the cumulative G.P.A. in these courses is not less than 2.0 (8 courses); (3) and receive at least a "C-" in Economics 103, 104 and 315 provided the cumulative G.P.A. in all Economic courses is not less than 2.0. The student is required to declare by the end of the Winter Quarter of the Junior year.

SPECIAL PROGRAMS

Minor

Students may declare a minor in Economics by completing a Declaration of Minor Form. The student's eligibility for candidacy is based upon the following criteria: (1) an economics G.P.A. of 2.0 or above in all economics courses; (2) and a cumulative G.P.A. of 2.0 in all academic work.

CAREER ORIENTATIONS

The student may be interested in taking the following economics courses to prepare for a particular career.

I. Pre-Law

II. International Trade
Economics: 342 Statistics for Economics; 359 The Theory of Economic Development; 361 International Trade; 375 Introduction to Econometrics.

III. Urban Economics

IV. Business Economics

V. Quantitative Economics
Economics: 342 Statistics for Economics; 311 Business and Economic Forecasting; 375 Introduction to Econometrics; 380 Mathematics for Economics and Business I.

VI. Labor Economics

VII. Environmental or Resource Economics
Economics: 310 Economics of the Urban Environment; 313 Industrial Organization; 335 Energy and Environmental Economics; 342 Statistics for Economics; 368 Industrial and Commercial Location; 375 Introduction to Econometrics.

Courses

All courses carry four hours of credit unless otherwise stated.

103 Principles of Macroeconomics. Fundamental theories of macro (or aggregate) economics; supply and demand, national income accounting and analysis, and international trade. Analysis of unemployment, and inflation, and policies designed to combat these and other current problems. (Prerequisite: BMS 125 and Sophomore Standing.) Offered Autumn, Winter, Spring, Summer.

104 Principles of Microeconomics. Basic theories of micro (or individual) economic units; the theory of consumer demand, the firm, and distribution; pricing and production in competitive, monopolistic, and oligopolistic industries. (Prerequisite: BMS 125 and Sophomore Standing.) Offered Autumn, Winter, Spring, Summer.
The following courses may be taken only upon completion of the Freshman/Sophomore Core. See page 42.

305 **Pricing and Distribution Analysis.** Continuation of topics treated in Economics 104, especially the theory of the firm. Marginal analysis and indifference curves are major tools used in discussion of demand for products, pricing output, wages, and distribution of output. (Prerequisite: 104.) Offered Autumn, Winter, Spring.

306 **National Income Analysis.** Continuation of Economics 103. Fiscal and monetary policy analyzed with the use of IS-LM curves. Current national economic controversies discussed. (Prerequisite: 103.) Offered Autumn, Spring.

307 **Managerial Economics.** The application of economic theory to the problems of the firm. Examples of topics are demand analysis, sales forecasting, criteria for investment, production, and cost analysis. Not to be taken by Economics majors. (Prerequisite: 104.) Offered Spring.

310 **Economics of the Urban Environment.** Economic principles are used in analysis of problems of pollution, health, transportation, housing and education. (Prerequisite: 104 and Junior Standing.) Offered Autumn, Spring.

311 **Business and Economic Forecasting.** An introduction of quantitative and qualitative forecasting techniques: time series analysis, decomposition methods, leading indicators, and econometric models. Also, computer analysis of forecasting problems. (Prerequisite: 104, BMS 142 or Economics 342 and Junior Standing.) Offered Winter.


315 **Introduction to Money and Banking** (formerly 215). The structure of the American banking system; role of the Federal Reserve System; private financial markets and institutions; the effectiveness of monetary policy, and international finance. (Prerequisite: 103, 104, and Junior Standing.) Offered Autumn, Winter, Spring, Summer.

316 **European Economic History** (formerly 216). Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prerequisite: 103 or 104.) Offered Autumn.

317 **American Economic History** (formerly 217). Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: 103 or 104.) Offered Spring.

318 **Labor Economics and Organization** (formerly 218). Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States. (Prerequisite: 103 or 104.) Offered Winter, Spring.

320 **Economics and the Common Good.** Economic theories, systems, and problems will be studied and analyzed in reference to the economic common good as defined in key modern documents, particularly the social encyclicals. Stress will be placed on both theory and practice. (Prerequisite: 103 and 104.) Offered variably.

325 **The Economics of Poverty.** Material and cultural, absolute and relative forms of poverty will be investigated insofar as they derive systematically, directly, and indirectly, from the American economy. Taking elimination of poverty as an appropriate objective, existing private, institutional and governmental activities will be analyzed, including economic activity itself. Personal, social, demographic, technological, and political background factors will also be brought to bear in the consideration of more successful antipoverty economic programs and policy. (Prerequisite: 103 and 104.) Offered variably.
The Economics of Socialism (formerly 230). Fundamental economic relationships as they exist under socialist forms of organization. The pure theory of socialism is examined, as well as the practical organization of the economics in the various socialist nations. (Prerequisite: 104.) Offered Winter.

Energy and Environmental Economics. The fundamental problems of resource depletion and environmental deterioration. Alternative methods to achieve an optimal ecological system. Methods of economic analysis include cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action. (Prerequisite: 104.) Offered variably.

Development of Economic Thought (formerly 240). Examination of the great ideas in the history of economic science. Emphasis on those currents of thought which lead to modern economic theory and those which have conditioned the economic development of the Western World. (Prerequisite: 104.) Offered Spring.

Statistics for Economics (formerly 242). Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. (Prerequisite: 104 and Junior Standing.) Offered Autumn, Spring.

The Theory of Economic Development. Major aspects of the theory of economic development. Theories of economic growth: role of land, capital, labor, and technology in the development process. (Prerequisite: 104 and Junior Standing.) Offered Winter.

Economics of Underdeveloped Countries. Application of the analytic skills of the economist to the special problems of underdeveloped countries. The view that development requires authoritarian control by the state is contrasted with the position that it may be accomplished by private economic decision-making. (Prerequisite: 103 and 104 or permission of Chairperson.) Offered variably.

International Trade. International trade theory and policy; balance of payments, international investment flows, position of the dollar in foreign exchange transactions. (Prerequisite: 104.) Offered Autumn, Spring.

Industrial and Commercial Location (cross-listed as Geography 368 and Marketing 368). An analysis of the factors involved in selecting locations for the development of commercial, retail, or industrial facilities. (Prerequisite: 104.) Offered variably.

Introduction to Econometrics. Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation, and correlation. (Prerequisite: 104, BMS 142 or Economics 342 and Junior Standing.) Offered Winter.

Mathematics for Economics and Business I. Sets, functions, limit derivatives, optimization, and some fundamentals of linear algebra. High school algebra background required. (Prerequisite: 104 and Junior Standing.) Offered Autumn.

Internship in Applied Economics. An opportunity to apply knowledge acquired in the classroom to a real world situation under supervision of a carefully selected private or public enterprise. By arrangement. (Consult Dr. R. M. Thornton for details.)

Seminar in Selected Economic Topics. An in-depth seminar examining current problems in economics. This course often serves as the Urban Studies Seminar in the College of Liberal Arts and Sciences. (Prerequisite: 103 and 104 or consent of instructor.) Offered variably.

Special Topics. Content and format of this course are variable. An in-depth study of current issues in Economics. Subject matter will be indicated in class schedule. (Prerequisite: Junior Standing or as listed in class schedule.) Offered variably.

Independent Study. Available to students of demonstrated capability for intensive independent work in economics. (Prerequisite: Written permission of supervising faculty member, Chair, and Director of Academic Advising is required prior to registration.)
Finance

Geoffrey A. Hirt, Ph.D., Associate Professor and Chair

The undergraduate division of the Department of Finance provides a curriculum which enables all students in the College of Commerce to acquire a basic understanding of the public and private financial processes which affect all aspects of business, government, and personal investments. It provides a strong foundation for students with career goals related to corporate financial management, investment management, options and futures, real estate, banking and other financial institution administration.

The aims of the department are to provide opportunities for the development of learning abilities through instruction in basic and advanced courses; to provide a varied and flexible curriculum to expose department majors to all aspects of the finance functions and enable them to concentrate in areas of greatest individual appeal; to assist students to become aware of career opportunities for persons with a foundation in financial management; and to assist all students in the College of Commerce to see the relationships and usefulness of a basic understanding of finance for their own areas of concentration.

FACULTY

Geoffrey A. Hirt, Ph.D., Associate Professor and Chair
Fred Arditti, Ph.D., Professor
Bruce Benet, Ph.D., Assistant Professor
Thomas Berry, Ph.D., Associate Professor
Carroll Broome, Ph.D., Assistant Professor
Susanne Cannon, Ph.D., Instructor
Nicholas DeLeonardis, M.A., Executive in Residence
Arthur A. Eubank, Ph.D., Adjunct Professor
Richard T. Garrigan, Ph.D., Professor
Adam K. Gehr, Jr., Ph.D., Professor
James A. Hart, J.D., Ph.D., Professor Emeritus
Herbert Horwich, M.B.A., Executive in Residence
John L. Houston, Ph.D., Associate Professor
Keith M. Howe, Ph.D., Professor and Scholl Chair
Joan Junkes, Ph.D., Associate Professor
Glenda Wenchi Kao, Ph.D., Assistant Professor
Theodore Kelz M.S., Adjunct Assistant Professor
Thomas J. Kewley, Ph.D., C.F.A., Professor
Carl F. Luft, Ph.D., Assistant Professor
John D. Markese, Ph.D., Adjunct Associate Professor

University of Illinois
Massachusetts Institute of Technology
University of North Carolina
University of Missouri
University of Georgia
University of Texas
DePaul University
Pennsylvania State University
University of Wisconsin
Ohio State University
Fordham University
Northwestern University
Northwestern University
University of Nebraska
University of Illinois
University of Illinois
University of Illinois
Michigan State University
Georgia State University
University of Illinois
John N. Mathys, Ph.D., Associate Professor
Norman D. Nicholson, Ph.D., Associate Professor
William M. Poppei, M.B.A., Associate Professor
Frederic Shipley, Ph.D., Associate Professor
Linda Simms, M.B.A., Instructor
Stephen Vogt, Ph.D., Assistant Professor
Joseph Vu, Ph.D., Associate Professor

Illinois Institute of Technology
University of Southern California
University of Chicago
Northwestern University
DePaul University
Washington University
University of Chicago

DR. WILLIAM M. SCHOLL CHAIR IN FINANCE

Through the generosity of the Scholl Foundation, this endowed chair was established for a nationally recognized scholar in the field of Financial Management. Professor Keith Howe, Ph.D., has been holder of the Scholl Chair since 1986.

THE CAMPBELL FINANCE SCHOLARSHIPS

Each spring, the Finance Department awards three Brian Campbell Finance Scholarships to finance majors who will be graduating seniors at the beginning of the following academic year. Each Scholarship award of $3,000 is paid one-third per term for tuition and fees. Finance majors must be enrolled a minimum of twelve credit hours per quarter and apply in writing to the department chairman by the end of Winter Quarter of their junior year. An overall G.P.A. of 3.2 and a Finance G.P.A. of 3.5 is required for consideration. Eligible students will be interviewed by the Finance faculty.

LAMBDA ALPHA REAL ESTATE SCHOLARSHIP

At the end of each academic year, the Finance Department in conjunction with the Ely Chapter (Chicago) of Lambda Alpha International awards the Lambda Alpha Real Estate Scholarship to finance majors who will be graduating seniors at the beginning of the following academic year. Each scholarship award of $3000 is paid one-third per term for tuition and fees. First preference for this scholarship is given to minority students with a cumulative G.P.A. of 3.0 who demonstrate an interest in real estate appraisal as a career. Finance majors must be enrolled a minimum of 12 credit hours per quarter and apply in writing to the Department chair by the end of Winter Quarter of their junior year. The student is expected to complete an internship in real estate with a participating Chicago based appraisal/consulting firm. Eligible students will be interviewed by members of the scholarship committee.

DEPARTMENTAL PROGRAM REQUIREMENTS

Finance: 310 Financial Management I; 311 Financial Management II; 320 Money and Banking; 330 Investments: Securities and Markets; 340 International Finance; and four Finance electives.

SPECIAL PROGRAMS OR REQUIREMENTS

Declaration of Major

For a student to become a major in the Department of Finance, the following conditions must be met: (1) the student must possess a cumulative G.P.A. of 2.5; (2) received a minimum grade of C- in each Freshman/Sophmore Commerce core course provided the cumulative G.P.A. in these courses is not less than 2.0 (8 courses); (3) receive at least a C- in Finance
310 provided the cumulative G.P.A. in all Finance courses is not less than 2.0; and (4) transfer students must have completed 28 hours of credit at DePaul University. The student is required to declare a major by the end of his/her junior year.

Minor

A student may obtain a minor in Finance by completing the following courses: 310 Financial Management I; 311 Financial Management II; 330 Investments; Securities and Markets; and three finance electives. Students may declare a minor in Finance by completing a declaration of Minor Form. The student's eligibility for candidacy is based upon the following criteria: (1) a Finance G.P.A. of 2.0 or above in all finance courses; (2) and a cumulative G.P.A. of 2.0 in all academic work.

CAREER ORIENTATIONS

The following career orientations are suggested by the faculty for students wishing to focus on a specific career area. Students are not required to follow a specific orientation.

I. Corporate Financial Management


II. Investment Management

Finance: 333 Financial Statements and Security Analysis; 335 Portfolio Management; 337 Options; 339 Financial Futures.

III. Banking and Financial Institutions

Finance: 321 Monetary and Fiscal Policy I; 322 Monetary and Fiscal Policy II; 331 Money and Capital Markets.

IV. Real Estate

Finance: 352 Real Estate Finance; 353 Real Estate Investment; 354 Real Estate Valuations I; 355 Real Estate Valuations II.

Courses

A minimum grade of "C" in Finance 310 is a prerequisite for all other Finance courses for all students. All courses carry four hours of credit unless otherwise stated. The following courses may be taken only upon completion of Freshman/Sophomore core. See page 42.

310  Financial Management I. Development of the student's logic and methodology in identifying significant factors in corporate financial decision making situations and in analyzing those factors to reach supportable conclusions compatible with the objectives of the firm. Capital budgeting, capital structure and costs and dividend policy. (Prerequisite: Junior Standing.) Offered every term.
311 **Financial Management II.** A continuation of the methodology established in Finance 310. Emphasis is on working capital management, financial statement analysis and advanced topics in capital budgeting. (Prerequisite: 310.) Offered every term.

312 **Corporate Financial Management.** Actual financial problems confronting business concerns. Case method is used to apply principles developed in corporate finance to situations involving administration of working capital, capital budgeting, short and long term financing and new public offerings. (Prerequisite: 311.) Offered Autumn, Winter, Spring.

320 **Money and Banking.** Study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals. (Prerequisite: Declared Finance Major.) Offered every term

321 **Monetary and Fiscal Policy I.** Shows how the government works through the money markets and the banking system to influence economic activity. Demonstrates the difficulties inherent in achieving goals through microeconomic policy, both in the definition of the goals and in the implementation of policy tools. (Prerequisite: 320 or permission.) Offered variably.

322 **Monetary and Fiscal Policy II.** Relative impacts of monetary and fiscal policies; current use in projecting the probable effects of government policy strategies. (Prerequisite: 321 or equivalent.) Offered variably.

330 **Investments: Securities and Markets.** Investment principles and problems. Development of the student's perception of risks and opportunities in investment instruments and markets; description of the markets and their operations; effects of current financial events upon the various markets. (Prerequisite: 310) Offered every term.

331 **Money and Capital Markets.** Money and capital markets; fluctuating economic and government forces that influence them; appropriate strategies of financial managers in financial and non-financial businesses in securing funds from or employing funds in these markets. (Prerequisite: 320 or permission.) Offered Autumn, Winter, Spring.

333 **Financial Statements and Security Analysis.** Corporate performance and its effects on outstanding securities. Evaluation and interpretation of financial soundness of an enterprise. Economic, management and corporate financial factors as they affect specific security issues. (Prerequisite: 311. 330 suggested.) Offered Autumn, Spring.

335 **Portfolio Management.** Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions. (Prerequisite: 330.) Offered Autumn, Winter, Spring.

337 **Options.** Development and application of the theory of option pricing. Emphasis is placed on the valuation of stock options using current valuation models. Significant empirical studies of option pricing are also reviewed. (Prerequisite: 330.) Offered Autumn, Winter, Spring.

339 **Financial Futures.** Financial futures offer a market participant a means for hedging against interest rate risk. As interest rate volatility has increased in recent years, the financial futures markets have become a major factor in the financial market spectrum. This course develops a fundamental understanding of the futures markets; including (1) the mechanics of the market, (2) hedging applications, (3) theory of futures market pricing, and (4) the relation between interest rate movements in the underlying markets and the associated futures markets. (Prerequisites: 320 and 330.) Autumn, Winter Spring.
International Finance. Capital movements, gold flows, foreign exchange elasticities, restrictive exchange and trade practices, international monetary organizations and problems engendered by conflicting internal economic policies. (Prerequisite: 310, 320 or permission.) Offered every term.

Real Estate Analysis. The role of real estate in the U.S. economy and financial system. An introduction to essential financial, valuation, and investment characteristics of real estate as a field of study. (Prerequisite: Finance 310.)

Real Estate Finance. Patterns of financing real estate property, including individual, commercial and industrial—relates to capital structure analysis. Institutional analysis, including middlemen and ultimate financing sources—relates to capital market analysis. Leverage effects, collateral and protective devices—relates to risk and return analysis. (Prerequisite: 310.) Offered Autumn, Winter, Spring.

Real Estate Investment. Property evaluation—relates to economics and security analysis. Real Estate Investment decisions—relates to risk analysis, portfolio construction and management, cash flow (including taxes) analysis, and investment strategy. (Prerequisite: 310 and 350.) Offered Autumn, Winter, Spring.

Real Estate Valuations I. Introduction to the appraisal process. Basic approaches to valuation analysis including both residential and income properties. This course includes the income capitalization methods and complex valuation assignments. (Prerequisite: 310 and 350.)

Risk Management. Theories and techniques of risk management that employ statistical techniques which enhance risk decision making. This course develops a framework of analysis that can be applied by corporate or investment risk managers. (Prerequisite: 310 and 390.) Offered variably.

Finance Internship. An academically supervised working experience in a major financial institution. Registration in this program requires approval of the department internship director. (Prerequisite: Permission.)

Investment Seminar. Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director. (Prerequisite: Permission.)

Special Topics. Content and format of this course are variable. An in-depth study of current issues in finance. Subject matter will be indicated in class schedule. (Prerequisite: 310 or as listed in class schedule.) Offered variably.

Independent Study. Available to students of demonstrated capability for intensive independent work in finance. (Prerequisite: Written permission of supervising faculty member, Chair, and Director of Academic Advising is required prior to registration.)
The Management Department at DePaul University is really three departments in one, both in terms of course offerings and in terms of accreditation standards. The program offerings in the Management department provide many more options to those desiring to major in Management than most undergraduate programs in the country. The reason for this approach is to provide you, the student, with the greatest amount of flexibility in developing a career track that is right for you and meets the needs of the job market. We specialize in our number of career options so we can provide you with the cutting edge of technology instead of a generalized management preparation. The three areas in the department are Operations Management, Human Resource Management, and Pre-law.

Operations Management is designed for the individual that is targeting a career in managing an organization. Planning, organizing, and controlling the activities of an organization is the major thrust of preparation in the Operations major. We provide specific preparation in the management of service sector organizations, purchasing management and materials management.

The Human Resources Management major provides the student with two career options. For those interested more in managerial skills, the career track in Leadership and Organization Development is designed to enhance an individual’s preparation for the human skills needed to succeed in a managerial position. For those interested more in the technical aspects of Human Resource Management, the career track in labor and human resources specialist would be most appropriate.

The Pre-law program is coordinated by Alex Devience, one of our business law faculty. While this program is not a major, we take pride in providing career and course counseling that will help those students who wish to pursue a graduate degree in Law. Professor Devience provides counseling regarding the best course preparation that a student should have given the area of law that he or she might wish to pursue.

**FACULTY**

Kenneth R. Thompson, Ph.D., Associate Professor and Chair
Adnan J. Almaney, Ph.D., Professor
Abdul J. Alwan, Ph.D., Professor
James A. Belohlav, Ph.D., Associate Professor
Julianne F. Brand, B.A., Assistant Professor
Steven Briggs, Ph.D., Associate Professor
Michael J. Brusco, Ph.D., Assistant Professor
Ray W. Coye, Ph.D., Associate Professor
Claude S. Czekaj, M.B.A., Lecturer

University of Nebraska
Indiana University
University of Chicago
University of Cincinnati
Grinnell College
University of California, Los Angeles
Florida State University
University of Oregon
DePaul University
COLEMAN/FANNIE MAY CANDIES FOUNDATION ENDOVED CHAIR IN ENTREPRENEURSHIP

Through the generosity of the Coleman/Fannie May Candies Foundation an endowed chair was established for a nationally recognized scholar in the field of Entrepreneurship. Professor Harold P. Welsch, Ph.D. has been the holder of the endowed chair since September of 1989.

THE BROTHER LEO V. RYAN, C.S.V. SCHOLARS IN MANAGEMENT

Each Spring, the Management department designates three who are Management majors as part of the Ryan Scholars program. Each designated scholar is awarded $1,000 each term that they are Ryan scholars. Management majors interested in applying for this special recog-
dition must be enrolled in a minimum of twelve credit hours per quarter and apply in writing to the department chair by the end of the Winter quarter of their junior year. An overall G.P.A. of 3.2 and a Management G.P.A. of 3.5 are required for consideration. Eligible students will be interviewed by the Management faculty. The appointment is made by the Chair of the Management department with the concurrence of the Dean of the College of Commerce.

DECLARATION OF MAJOR

For a student to become a Management major the following conditions must be met: (1) the student must possess a cumulative G.P.A. of 2.0 or better; (2) received a minimum grade of C– in each Freshman/Sophomore Commerce core course provided the cumulative G.P.A. in these courses is not less than 2.0 (8 courses); (3) receive at least a C– in Management 300 and 301 provided the cumulative G.P.A. in all Management courses is not less than 2.0; and (4) transfer students must have completed 28 hours of credit at DePaul University. The student is required to declare a major by the end of his/her junior year.

HUMAN RESOURCE MANAGEMENT

There are two options in the Human Resource major: Human Resource Management/Labor and Leadership/Organization Development. Students are advised to consult Human Resource Management faculty for recommendations on both Human Resource Management options and choice of electives. The program coordinator is Dr. Nicholas J. Mathys.

I. Human Resource Management/Labor

This option is designed to prepare the student for a career in personnel, labor relations, or a general management preparation in the understanding of the utilization of human resources in the organization. The minimum course requirements for this option include 307 Human Resource Management; 320 Training and Development; 330 Recruitment and Selection; 339 Human Resource Policy and Practice (designed to be taken at the end of the major); plus two courses from the following: 332 Human Resource Planning; 333 Labor Law; 334 Collective Bargaining; 335 Compensation Administration; or those approved in writing by the area coordinator Dr. Nicholas Mathys.

II. Leadership and Organization Development

This option is designed for students desiring preparation for a management training program in an organization. The option is designed to give students exposure to leadership styles, organization issues, and operational aspects of administration. The minimum course requirements for this option include 302 Organizational Behavior; 307 Human Resource Management; 308 Communications for Managers; 360 Leadership Theory and Practice; 361 Organization Development; plus one course from the following: 330 Recruitment and Selection; 332 Human Resource Planning; 333 Labor Law and Legislation; 334 Collective Bargaining; 335 Compensation Administration; 398 Special Topics (when topics relate to Human Resource Management); or those approved in writing by the area coordinator Dr. Nicholas Mathys.
OPERATIONS MANAGEMENT

There are three career options under the Operations Management: service sector management, materials management, and purchasing management. Students are advised to consult Management Operations Management Faculty for recommendations on Career Option selections and choice of electives. The Program Administrator for the Operations Management track is Dr. Earl Young.

I. Service Sector Management
This option stresses service delivery systems and the management of an effective service organization. The minimum course requirements for this option include: Management 345 Service Sector Management; 346 Advanced Topics in Service Sector Management; 392 Seminar on Management of Service Operations (this course is designed to be taken at the end of the major); and three courses from the following: Management 302, 307, 315, 316, 320, 322, 323, 324, 351, 360, 361, 398, 390 or those approved by Dr. Ray Coye.

II. Purchasing Management
This option focuses upon aspects of the management of purchasing operations in an organization. The minimum course requirements for this option include: Management 323 Principles of Purchasing Management; 324 Designing and Organizing Purchasing Systems; 391 Seminar in Materials and Purchasing Management (this course is designed to be taken at the end of the major); and three courses from the following: Management 315, 316, 322, 345, 346, 351, 398 or those approved by the area coordinator Dr. Earl Young.

III. Materials Management
This option stresses optimal inventory, manufacturing, and distribution decisions. The minimum course requirements for this option include: Management 315 Materials Management; 316 Manufacturing Planning and Control Systems; 391 Seminar in Materials and Purchasing Management (this course is designed to be taken at the end of the major) and three courses from the following: Management 322, 323, 324, 345, 346, 351, 398 or those approved by the area coordinator Dr. Earl Young.

SPECIAL PROGRAMS

Minor

A student may obtain a Minor in Management by completing the following courses: 300 Management and Organization Principles and Practice; 301 Operations Management I; 396 Policy Formulation and Administration (or 394 Entrepreneurship Policy: Diagnosis and Planning if taken in lieu of 396) and four Management electives. Students may declare a minor in Management by completing a Declaration of Minor Form. The student's eligibility for candidacy is based upon the following criteria: (1) a Management G.P.A. of 2.0 or above in all management courses; (2) and a cumulative G.P.A. of 2.0 in all academic work.
 Courses

All courses carry four hours of credit unless otherwise stated.

MANAGEMENT

The following courses may be taken only upon completion of the Freshman/Sophomore Core. See page 42.

228 Business, Ethics, and Society (cross-listed as Philosophy 228 and Religious Studies 228). An examination of various ethical and moral issues arising in contemporary business and its activities which affect the society and the world. (Prerequisite: Junior standing. Corequisite: Religious Studies 100, Philosophy 100.) Offered every term.

300 Management and Organization Principles and Practice (formerly 200). Concepts, principles, and processes of management in contemporary organizations: evolution of management principles and emergent organization theories; impact of environment and technology, structure and dynamics, decision-making and communications systems, authority, leadership, human relations, and individual motivation. (Prerequisite: Junior Standing.) Offered every term.

301 Operations Management I (formerly 201). Research and product development, operation analysis, performance standards, work study and work measurement, operations control, inventory control, quality control, and quantitative methods. (Prerequisite: Junior Standing.) Offered every term.

302 Organizational Behavior (formerly 204). This course will consider elements of individual and group behavior in organizations. The relationship between groups and group/leader interaction will be discussed as well as ways to improve individual and organization effectiveness and efficiency. Topics to be covered include: leadership, motivation, job satisfaction, job design, performance assessment, goal setting, power and the influence process, reinforcement systems, developing organizational culture, and approaches to group leadership. (Prerequisite: 300.) Offered every term.

303 Organizations. An interdisciplinary approach for establishing the organization structure as the coordinating element to all group effort. Theories of organization examined. Objective is a systematic frame of reference for future organizational design and viability within a dynamic business community. (Prerequisite: 300.) Offered Autumn.

307 Human Resources Management (formerly 202). Concepts, theories, principles, and techniques of personnel administration. Job analysis, labor law, recruitment, selection, training and development, employee motivation and performance appraisal, compensation, employee benefit programs, grievances, and labor relations. (Prerequisite: 300.) Offered every term.

308 Communications (formerly 231). This course is designed to aid the student in improving communications for business purposes. Students will study the theory, practical problems, and effective patterns of written, oral and interpersonal communication. Students will be given the opportunity for ample practice in order to develop skills in these areas. Offered Winter and Spring.
312 **Fundamentals of Industrial Psychology.** The theoretical and methodological foundations of psychology applied to industry will be presented. Topics will include psychometric measurement and scaling, personnel placement and selection, performance evaluation, human learning, leadership, motivation, job satisfaction, human factors engineering, safety, and organizational socialization and intervention. (Prerequisite: 300 and BMS 142.) *Offered variably.*

313 **Human Relations in Administration.** Human relations and organizational behavior from the viewpoint of integrating behavioral sciences with the principles of professional management. Basic concepts, theory, and principles are interwoven into a managerial philosophy applicable within complex institutions and organizations of today’s urban, industrialized society, including public sections of our economy as well as private enterprise. (Prerequisite: 300.) *Offered variably.*

315 **Materials Management.** Analysis of the materials management process as a closed loop planning and control system, including production planning, master production scheduling and material requirements planning. Selected software packages are used to analyze these activities integrating materials management with corporate level planning processes, and the role of materials management in computer integrated manufacturing systems. (Prerequisite: 301.) *Offered Autumn.*

316 **Manufacturing Planning and Control Systems.** Continuation of the analysis of materials management as a closed loop planning and control system. Emphasis is on capacity planning, production activity and inventory management systems is also reviewed. (Prerequisite: 301.) *Offered Winter.*

320 **Training and Career Development.** A study of the training and management development practices of organizations. Emphasis is placed on the identification of training needs, program design, choice of training methods and the evaluation of results. The practices and legislation affecting promotion of employees are also discussed. (Prerequisite: 307.) *Offered Winter, Spring.*

322 **Operations Management II** (formerly 211). Continuation of 301. Use and limitations of concepts, theories, and principles of operations management. Further development of the subject matter of production and service operations. (Prerequisite: 301.) *Offered variably.*

323 **Principles of Purchasing Management.** Analysis of the purchasing function, including requests, sourcing, solicitation and evaluation of bids and quotations, vendor analysis, contract execution and implementation. Organization and management of the purchasing function with emphasis on developing policies and procedures, internal controls and performance evaluation. (Prerequisite: 301.) *Offered Autumn.*

324 **Designing and Organizing Purchasing Systems.** Purchasing and materials management interrelationships, forecasting and planning, development supply sources, buying methods, standardization, value analysis and cost reduction. Consideration is also given to intra-company relationships especially with general management, production control, quality control, stores and traffic. (Prerequisite: 301.) *Offered Winter.*

330 **Recruitment and Selection.** An examination of the recruiting and selection process used by organizations in the public and private sectors. A select group of tests will be discussed and used by the student for familiarization. EEO, Affirmative Action, and other legislation affecting recruiting and selection of employees will be discussed. (Prerequisite: 307 and BMS 142.) *Offered Autumn, Spring.*

331 **Report Writing in Organizations.** This course focuses on the principles of report writing and the principles of effective writing. While studying report writing is an important aspect of this course, the emphasis is on developing and refining one’s ability to write business reports through practical experience. *Offered variably.*
Human Resource Planning. A study of the techniques and systems required to plan for people requirements of the organization. The course will cover the latest forecasting techniques and laws related to human resource planning (HRP), as well as programs in use by various organizations. The integration of the HRP function with business planning is also discussed. (Prerequisite: 307.) Offered Autumn, Winter.

Labor Law and Legislation. Survey of statutory, case and administrative laws governing relations between unions and employers. Emphasis on the rights and obligations of the parties under the terms of collective bargaining agreements, as well as on practices and procedures of the National Labor Relations Board. The course is taught from the perspective highlighting the legitimate interests of both unions and employers. Offered Autumn, Spring.

Collective Bargaining. Analysis of the development, structure and process of private sector collective bargaining, including the causes of unionization, the respective rights and obligations of the parties, and the circumstances under which third-party intervention occurs. Includes consideration of labor law, grievance procedures, mediation and arbitration. The course is taught from a perspective emphasizing the legitimate interests of both labor and management. (Prerequisite: 307.) Offered Winter.

Compensation Administration. Wage practices, including job evaluation, wage surveys and financial wage incentive plans. Theory and practice are combined in practical projects. (Prerequisite: 307.) Offered Autumn, Spring.

Human Resource Policy and Practices. This is a capstone course that integrates the material presented in other courses dealing with human resources. The relationship of the human resource management area to live management and other functional specialties is explored through cases and real-life experiences. Emphasis is placed on the need for a systematic approach to dealing with human resource matters. (Prerequisite: 307 and Senior standing.) Offered Winter, Spring.

Service Sector Management. This course is the first in a three course sequence. The student is introduced to both the characteristics of the service economy and of the management of operations in the service organization. Problems, cases, and discussion focus on the nature of service operations, decisions faced in operations, and tools available to facilitate the effective and efficient management of operations in the service organization. Specific topics include: the service concept design of service delivery systems, operations control, capacity utilization and service strategy. (Prerequisite: 301.) Offered Autumn, Winter.

Advanced Topics in Service Sector Management. This course is the second of a three course series in operations management for the service sector. Selected topics in operations management are developed in detail as they relate to the design and management of service operations. A case and problem solving approach is used to cover such topics as: operations analysis, service level, scheduling, capacity & waiting line management. (Prerequisite: 301 and 345.) Offered Winter, Spring.

Operations Research for Management. Application of scientific and mathematical techniques such as linear programming, queuing theory and game theory in the solution of management problems. The objective is a more quantitative basis for executive decision making. This course is designed for business executives. (Prerequisite: 322 or permission.) Offered variably.

Administrative Practices. Modern management practices in administrative information exchange, problem solving, and decision making are studied and then applied in cases, exercises or projects. PC-based productivity tools such as desktop managers, graphics presentation aids, thought processors, and expert systems are explored. No programming is required. Specific topics and student projects will vary from term to term. (Prerequisite: 300 or permission of instructor.) Offered variably.
International Business Management. The nature of the international business environment and the role and behavior of multinational companies in home countries as well as abroad. Emphasizes an awareness of the pervasive influences of culture on management practices, and a conceptual framework necessary to deal with cross-cultural management problems. (Prerequisite: Senior Standing.) Offered Autumn, Spring.

Leadership Theory and Practice. The four major areas of individual behavior, small group behavior, informal and formal organizational structure, and group dynamics will be related to leadership style and effectiveness. Emphasis will be placed on the relationship of these areas to the psychological needs of both leaders and followers that are affected by organizational membership. Leadership styles will be examined and the students will have the opportunity to evaluate their particular style of leadership through experiential exercises including assessment center techniques and small group experiments. Offered Autumn, Spring.

Organizational Development. Techniques of organizational design and development with emphasis on the methods of planned and controlled change of the organization to insure its survival in a changing external environment. The interdependent elements of people, structure, tasks, and technology will be examined and related to changes in problem-solving and renewal processes of personnel in the organization. Various phases of the OD process including changes in employees' attitudes, resistance to change, survey feedback, team building, sensitivity training, Quality of Work Life, and intervention techniques will be explored. Offered Winter.

Seminar in Materials and Purchasing Management. An advanced and comprehensive capstone seminar in procurement and materials management issues focused toward two student research projects. The production process topic is designed to pursue a range of analysis, design, implementation, and control methods; and the decision topic will address short-, mid-, and long-term production management issues. Both will use the "factory within the university" computer simulated materials requirement planning (MRP) database. Guest speakerships and seminars by production managers are anticipated. The MRP II or III database will facilitate student assessment of the costs of decision alternatives and the development of performance tradeoffs. (Prerequisite: 316 or 324.) Offered Winter, Spring.

Seminar on Management of Service Operations. This course serves as a capstone for the program in operations management for the service sector. Emphasis is placed on the overall management of service operations and the integration of operations with other functional areas. The student will be expected to complete an in-depth analysis of a service operation as well as participate in case analyses. Specific applications to corporate operations will be stressed. (Prerequisite: 346.) Offered Spring.

Entrepreneurship Policy: Diagnosis and Planning. Overview case method course designed for students who may own or operate their own business. The viewpoint is that of the chief administrative officer or entrepreneur concerned with start-up, setting objectives, policies and plans of a new or growing enterprise. Real "live" cases of actual firms will be analyzed and business plans will be developed. (This course may be used as a substitute for Management 396 to fulfill the College Core Requirement.) (Prerequisite: Degree candidates in Senior Year.) Offered every term.
Policy Formulation and Administration. Case method, which builds upon and integrates previous course work. The viewpoint is at the level of the chief administrative officer of an organization, concerned with overall objectives, policies, plans, and the conceptual approach necessary to apply the management process in dealing with general management problems. (Prerequisite: Degree candidates in Senior Year.) Offered every term.

Special Topics. Content and format of this course are variable. An in-depth study of current issues in management. Subject matter will be indicated in class schedule. (Prerequisite: As listed in class schedule.) Offered variably.

Independent Study. Available to students of demonstrated capability for intensive independent work in management. (Prerequisite: Written permission of supervising faculty member, Chairman, and Manager of Academic Advising is required prior to registration.)

BUSINESS LAW

Legal Environment of Business. History of law from the Common Law down to the present Uniform Commercial Code; including ethical considerations and social responsibilities; fundamental principles of law pertaining to business and persons, including contracts and the principal-agent relationship. (Prerequisite: Sophomore Standing.) Offered every term.

Commercial Paper and Sales. History of negotiable instruments and sales law from the days of the Law Merchant through Articles II and III of the Uniform Commercial Code; discussions of promissory notes, drafts, sales, bulk sales, and recent trends. (Prerequisite: 201 and Sophomore Standing.) Offered every term.

Business Organizations. Types of business organizations; emphasis on Partnership and Corporation. Relations of parties to one another, and to third parties; comparisons between the two types and mechanics of forming and operating each. (Prerequisite: 201.) Offered every term.

Government Regulation of Business. A study of government regulation of business transactions evolving from a common law, legislative policies and administration and judiciary interpretation of regulatory laws. Legislative statutes and agency such as Sherman Anti-Trust Act, Clayton Act, Federal Trade Commission, and Environmental Laws are discussed. (Prerequisite: 201 and Junior Standing.) Offered variably.

Real Estate Law (formerly 200). Emphasis on Illinois Law; fundamental rights and liabilities surrounding the acquisition, possession and transfer of real property. Definition and description of land, easements, deeds, contracts, recordings, mortgages, liens, documents of title. (Prerequisite: None.) Offered variably.
Business Administration

The Business Administration program is designed for those students who desire a broad-based business curriculum with a strong liberal arts foundation. This flexible program is geared to the student who has no strong functional preference (e.g. accounting, finance, marketing) but rather desires an overall conceptual foundation. Students majoring in Business Administration might be preparing for law school, entrepreneurship, entering into a family business, or some other specialized purpose. The program has sufficient flexibility to meet the needs of each of these career plans.

PROGRAM REQUIREMENTS

Business Law: 203 Business Organizations; one course each from the departments of Economics, Finance, Management; and one business elective.

DECLARATION OF MAJOR

For a student to become a Business Administration major the following conditions must be met: (1) the student must possess a cumulative G.P.A. of 2.0 or better; (2) received a minimum grade of C– in each Freshman/Sophomore Commerce core course provided the cumulative G.P.A. in these courses is not less than 2.0 (8 courses); (3) receive at least a "C" in Management 300 and Business Law 201 provided the cumulative G.P.A. in the major field courses is not less than 2.0; (4) and transfer students must have completed 28 hours of credit at DePaul University. The student is required to declare a major by the end of his/her Junior year.

CAREER ORIENTATIONS

I. Pre-Law

Consistent with developing the skills essential to a successful career in law, an education in Business stresses an understanding of the background and operation of American business institutions. Courses in Accountancy, Economics, Finance, Management and Marketing are especially useful to the Pre-Law student.

Pre-Law students should consult with the Pre-Law Advisor for recommendation with respect to which business and Liberal Studies courses would be essential to the study of Law. See Alexander Devience, J.D., Pre-Law Advisor.

II. Business Administration

The flexibility of the Business Administration curriculum enables a student to develop a program of study to prepare for a variety of business careers. Students should consult with Dr. Kenneth R. Thompson, the administrator of the Business Administration program, for recommendations with respect to which business courses would be most useful for their chosen career in business.
Three of the several career interests to which an undergraduate might direct his/her program of studies are:

I. Entrepreneurship/Small Business: for students who anticipate starting a business or taking over an existing business. See Harold Welsch, Entrepreneurship advisor.

II. Union Management: to provide a solid foundation through selected course work in business law, economics, history, personnel, and management. See Nicholas Mathys, Human Resources Management advisor.

III. General Business: to develop skills in specialized areas such as organizational change and/or development, strategic planning, communication, and international business. See Kenneth R. Thompson, Management Department Chairman.
The ultimate goal of an organization is to satisfy the needs and wants of the customer through an exchange process beneficial to both parties. The Marketing Department offers a variety of specializations and courses designed to develop and sharpen student skills in the analysis, planning, and control of marketing problems. Such endeavors require the sensing of needs using research and analysis of markets and human behavior, and the development of products and services that satisfy these needs. The purposes of the undergraduate program in Marketing are: (1) to provide students with the knowledge and skills to identify and develop programs and products that meet customer needs; and (2) to prepare students for assuming and successfully discharging managerial responsibilities in Marketing or Marketing related positions within a firm.

FACULTY

Robert E. Pitts, Ph.D., Professor, Chair, and Director, University of South Carolina
Kellstadt Center for Marketing Analysis and Planning
University of Massachusetts, Amherst
Linda F. Alwitt, Ph.D., Assistant Professor
St. Elizabeth University (Budapest)
Julian Andorka, Ph.D., Associate Professor
Indiana University
August Aquila, Ph.D., Adjunct Assistant Professor
University of Chicago
Roger J. Baran, Ph.D., Associate Professor
University of North Carolina
Suzeanne Benet, Ph.D., Assistant Professor
University of Chicago
James Berger, M.B.A., Lecturer
Eastern Illinois University
Brett Boyle, M.B.A., Lecturer
Michigan State University
Robert J. Boewadt, Ph.D., Associate Professor
University of Nebraska
Petr G. Chadraba, Ph.D., Associate Professor
Indiana University
Surjit S. Chhabra, D.B.A., Assistant Professor
The Ohio State University
Donald A. Hughes, M.A., Visiting Associate Professor
Purdue University
Raymond Jones, M.S., Lecturer
Kent State University
J. Steven Kelly, D.B.A., Associate Professor
Nova University
Philip R. Kemp, D.B.A., Assistant Professor
Pennsylvania State University
David B. Klenosky, Ph.D., Assistant Professor
Michigan State University
Vernon O. Murray, M.B.A., Lecturer
DePaul University
Michael Myers, M.B.A., Adjunct Assistant Professor
Northwestern University
F. Byron (Ron) Nahser, M.B.A., Lecturer and Executive-in-Residence
University of Illinois
Bruce Newman, Ph.D., Associate Professor
Northwestern University
Robert D. O'Keefe, Ph.D., Professor
Boston University
Susan Oliver, M.B.A., Lecturer
University of London
J. Irwin Peters, Ph.D., Professor Emeritus

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The Kellstadt Center for Marketing Analysis and Planning

DePaul University provides an education that emphasizes a pragmatic, hands-on approach with a strong orientation to application. Established in 1986 with a one million two-hundred thousand dollar grant from the Charles H. Kellstadt Foundation, the Kellstadt Center for Marketing Analysis and Planning strives to build solid bridges between the “real” and academic worlds. Operating as a functioning Marketing Research facility, the Center fosters a practical three-way partnership by addressing business needs, utilizing faculty skills and developing outstanding students. Focus research, telemarketing and computer assisted telephone survey facilities provide opportunities for “hands-on” experience and resources for training tomorrow’s top marketing executives while helping today’s businesses optimize their marketing efforts.

DEPARTMENTAL PROGRAM REQUIREMENTS

Marketing: 305 Introduction to Marketing Research (formerly 300); 310 Consumer Behavior; 358 Advanced Marketing Management; and three marketing electives.

DECLARATION OF MAJOR

For a student to become a Marketing major, the following conditions must be met: (1) the student must possess a cumulative G.P.A. of 2.0 or better; (2) received a minimum grade of C– in each Freshman/Sophomore Commerce core course provided the cumulative G.P.A. in these courses is not less than 2.0 (8 courses); (3) receive at least a C– in Marketing 301 and 302 provided the cumulative G.P.A. in all Marketing courses is not less than 2.0; (4) have Junior standing; and (5) transfer students must have completed 28 hours of credit at DePaul University. The student is required to declare a major by the end of his/her Junior year.

Minor

A student may obtain a minor in Marketing by completing the following courses: 301 Principles of Marketing; 302 Marketing Management; 305 Introduction to Marketing Research; 310 Consumer Behavior; and two marketing electives. Students may declare a minor in Marketing by completing a Declaration of Minor Form. The student’s eligibility for candidacy is based upon the following criteria: (1) a Marketing G.P.A. of 2.0 or above in all marketing courses; (2) and a cumulative G.P.A. of 2.0 in all academic work.
CAREER ORIENTATIONS

Marketing graduates may follow careers in various areas of marketing such as advertising, marketing research, sales management, or general marketing management. Majors in Marketing may wish to group their elective courses with a specific career orientation in mind, although it is not required.

MARKETING MANAGEMENT

One-seventh of the chief executives of top U.S. companies have a background in marketing. Further, in 50% of all major U.S. corporations the chief Marketing executive serves as a member of the top management team. The marketing management emphasis is appropriate for the student with a general interest in planning, development, and introduction of products and services. An interest in general marketing management could be developed through electing courses such as Marketing 320 Principles of Advertising; 352 New Product Management; 355 Channels Management; 360 International Marketing; 365 Industrial Marketing; and 375 Sales Forecasting.

INTERNATIONAL MARKETING

The International area of marketing offers students the opportunity to examine the economy and business management of many countries in their political, historical, and socio-cultural context. Students who concentrate in International Marketing would develop career opportunities in International Sales, International Product Management, or International Marketing Management.

Students interested in International Marketing would benefit by enrolling in the following Marketing courses: 352 New Product Management; 355 Channels Management; 360 International Marketing; 365 Industrial Marketing; and 390 Service Marketing.

DePaul Marketing students may combine their major with either a minor in a commercial language through the College of Liberal Arts and Sciences, or with selected course work in international studies.

International Marketing Specialization with Foreign Language Minor

Students taking this option should declare a minor in Commercial Languages at the earliest possible stage of their Freshman year. A minor in Commercial Language requires six to seven language courses which may be partially fulfilled by taking the Modern Language Option (3 courses) in the Freshman year. In addition, students should take four advanced commercial language courses during their Sophomore and Junior years, as Liberal Studies and Business Core Elective fulfillments. (See the Modern Language Department, p. 200 for a complete listing of available courses.) A commercial language certification examination is available upon completion of the Modern Language Option.

International Marketing Specialization with International Business Option

In addition to taking the International Marketing course, students taking this option may use the Behavioral Social Science and Natural Science and Mathematics requirements of the Liberal Studies Program, combined with Business Core Electives, to build an International Business Option. The following courses are recommended:
Economics: 360 Economics of Underdeveloped Countries; 361 International Trade.
Finance: 340 International Finance.
Geography: 315 The Good Earth: An Analysis of Contemporary China, Japan and Korea; 316 Physical, Economic and Cultural Contrasts in Western Europe; 317 Physical, Economic and Cultural Contrasts in Eastern Europe and the USSR; 326 The Environment of Mexico, Central America and the Caribbean.

Management: 357 International Business Management.

Political Science: 204 Conflict and Cooperation Among Nations; 344 World Political Economy; 361 International Law.

Sociology: 202 Cultural Anthropology.

MARKETING RESEARCH

Marketing research encompasses problem formulation, data gathering, data analysis and the implementation of findings. An understanding of statistics, psychology and sociology as related to marketing is desirable. A student interested in marketing research should benefit from Marketing 368 Commercial Location, 375 Sales Purchasing, and 381 Marketing Research Methods.

MARKETING COMMUNICATION, ADVERTISING AND PROMOTION

Skills that lead to successful careers in marketing communication include: analysis of marketing research data; media planning; the creation of persuasive messages; strategic coordination of elements of the marketing communication mix; sales promotion strategies; public relations analysis and tactical management; motivation, training, monitoring and dispersion of a sales staff; distribution channel coordination through business to business advertising and promotional tactics; telemarketing and direct marketing techniques.

Marketing elective courses for students interested in a career in communication may include Marketing 320 Principles of Advertising, 322 Advertising Campaigns, and 370 Personal Selling.

Minor in Communication

Marketing majors with an interest in Marketing Communication, Advertising and Promotion, and Personal Sales are encouraged to also pursue a minor in Communication through the College of Liberal Arts and Sciences. The minor consists of six Communication courses as follows: 212 Small Group Communication; 220 Public Speaking; and 346 Culture and Media; three of the following Communication concentration courses: 321 Rhetorical Criticism; 322 The Art of Persuasion; 327 Argumentation and Debate; 351 Organizational Communication; or three of the following Media concentration courses: 342 History of Broadcasting; 343 Mass Media: Newspapers and Periodicals; 345 Editing; 371 Video Workshop I: Small Format Video Production. (See the Communication Department, p. 123 for a complete listing of course descriptions.)

Minors must be declared with the College of Commerce undergraduate office. Please contact the College of Commerce for further information.

RETAILING

Retailing represents all of the activities involved in the sale of goods and/or services to the consumer for non-business use. For marketing majors, retailing provides more marketing careers than any other type of business. Students interested in a career in retailing may wish to consider taking the following courses: Marketing 320 Principles of Advertising; 331 Retail
Management: 355 Channels Management; 360 International Marketing; 368 Industrial and Commercial Location; 370 Personal Selling; and 390 Service Marketing.

In addition, the following courses are also appropriate for students with an interest in a retailing concentration: Accounting 233 Managerial Accounting for Non-Accountants; Economics 361 International Trade; Finance 352 Real Estate Finance; and Management 323 Principles of Purchasing Management.

SALES AND SALES MANAGEMENT

A student may elect to pursue a marketing tract which emphasizes personal selling. By doing so, he or she will be laying a firm foundation for an entry level position in marketing upon graduation. Personal selling is a vital force in our economic system and some students find this concentration leads to a financially rewarding, lifetime career. Others view an initial exposure to personal selling as the door which opens up other marketing career opportunities.

Courses

All courses carry four hours of credit unless otherwise stated.

The following courses may be taken only upon completion of the Freshman/Sophomore Core. See page 42.

301  Principles of Marketing (formerly 200). Marketing as an all pervasive part of the system of business management and of the socio-economic system; emphasis on management of marketing by the individual firm's executives: marketing problem solving and decision making required by the individual. (Prerequisite: Junior Standing.) Offered every term.

302  Marketing Management (formerly 202). Analysis of marketing problems and information needed by the marketing executive in arriving at decisions. Cases used: (1) premarketing activities, including product, market, trade channel problems, and the influence of the consumer; (2) marketing policies concerning trade channels, prices and terms of sale, and brand policies; and (3) external factors affecting marketing, government legislation, administrative regulations, and judicial decisions. (Prerequisite: 301.) Offered every term.

305  Introduction to Marketing Research (formerly 300). Introduction to analysis of marketing research. Emphasis is on interpretation and evaluation of marketing research studies. Some knowledge in elementary statistics is recommended. (Prerequisites: 302 and BSM 142.) Offered every term.

310  Consumer Behavior. An analysis of the environmental, social, and psychological factors which influence the individual's buying decisions. Specific areas studied will be consumer motivation, personality, attitudes, and learning processes, as well as external influences such as social class, reference groups, marketing media, and institutions. (Prerequisite: 302.) Offered every term.

320  Principles of Advertising. Development of an understanding of the principles, processes, and methods employed in advertising and sales promotion for both business and non-profit organizations. Discussion will involve understanding the behavior of the target audience, developing advertising institutions, budgeting for advertising, creating the message and media strategy, and measuring the effectiveness of the advertising program. (Prerequisites: 302 and 310.) Offered every term.
Advertising Campaigns. Offers a student the opportunity to be a part of the development of an advertising campaign for a business or non-profit organization. Student will be expected to be able to integrate his understanding of advertising and marketing into a unified campaign to serve a local or national organization. (Prerequisite: 320.) Offered variably.

Retail Management. Retailing is one of the major marketing activities. The marketing problems faced by retailing organizations and their solution is the subject of this course. (Prerequisite: 302.) Offered variably.

New Product Management. The evolution of products and product lines serving the consumer and product management as a competitive strategy. Responsibilities and organization of the product manager system in different industry settings. (Prerequisite: 302 and 305.) Offered variably.

Channels Management. A systems approach to marketing through critical analysis of the channel of distribution. Structure and operation of the channel system, rationale for change in the system, and trends for the future. (Prerequisite: 302.) Offered variably.

Advanced Marketing Management. Considered a cap-stone course for marketing majors. Identification and analysis of the major components of a marketing program. Discussion of cases of major problems faced by a marketing manager in designing a successful program. Stresses intensive case instruction. (Prerequisite: 302, 305, 310 and Senior Standing.) Offered Autumn. Winter. Spring.

International Marketing. Forces that shape international trade and strategies open to the marketing executive; major decisions and problems are reviewed. (Prerequisite: 302.) Offered variably.

Industrial Marketing. A comparison of strategies and applications for marketing to business intermediary markets vs. consumer markets. Analysis of major problems and decisions for products and services are examined through lectures, cases and projects as applicable. (Prerequisite: 302.) Offered variably.

Industrial and Commercial Location (cross-listed as Geography 368 and Economics 368). An analysis of the factors involved in selecting locations for the development of commercial, retail, or industrial facilities. (Prerequisite: 302.) Offered variably.

Personal Selling. Application of the behavioral sciences to personal selling; new perspectives to the personal selling process. (Prerequisite: 302.) Offered Autumn. Winter. Spring.

Sales Forecasting. The purpose of this course is to compare and evaluate various quantitative and qualitative sales forecasting methods. Focus is on practical methods; student assumed not to have any special mathematical or statistical background. Students will learn to use the interactive computer package. (Prerequisite: 302.) Offered variably.

Marketing Research Methods. In-depth analysis of research methods: experimental, quasi-experimental designs and the techniques of data analysis appropriate to such methods and designs. (Prerequisite: 305.) Offered variably.

Service Marketing. This course will explore the identifying characteristics of service marketing as compared and contrasted with product marketing. The conceptual differences in marketing of intangibles vs. tangible offerings to the market will be emphasized. The course will consist of lecture, discussion, readings and cases. (Prerequisite: 302 and 310.) Offered variably.
Special Topics. Content and format of these courses are variable. An in-depth study of current issues in marketing. Subject matter will be indicated in class schedule. The Marketing department offers special topics in such areas as International Marketing, Direct Marketing, and Entrepreneurship. (Prerequisite: 302 or as listed in class schedule.) Offered variably.

Independent Study. Available to students of demonstrated capability for intensive independent work in marketing. (Prerequisite: Written permission of supervising faculty member, Chair, and Director of Academic Advising is required prior to registration.)
Business Mathematics and Statistics

In recent years there has been enormous growth and development in applications of mathematics to business problems. The mathematics program is planned to make some of these powerful tools available to students in the College of Commerce. The basic sequence 125, 126, and 142 is intended to help the student gain insight and understanding into some fundamental principles of mathematics and to show how these principles are related to typical business situations. In addition, the basic sequence is intended to provide a background for those whose needs and interests require advanced study in quantitative methods. Courses in Mathematics and Statistics are offered only as supporting studies and electives.

FACULTY

Constantine Georgakis, Ph.D., Associate Professor and
Director
Louis Aquila, M.S., Adjunct Associate Professor
J. Marshall Ash, Ph.D., Professor
Allan Berele, Ph.D., Assistant Professor
Jeffrey Bergen, Ph.D., Associate Professor
William Chin, Ph.D., Assistant Professor
Jonathan Cohen, Ph.D., Assistant Professor
Barbara Cortzen, Ph.D., Assistant Professor
Susanna Epp, Ph.D., Associate Professor
Thomas Farrell, Ph.D., Lecturer
Eduardo Gatto, Ph.D., Assistant Professor
Lawrence Gluck, Ph.D., Associate Professor
Sigrun Goes, Ph.D., Associate Professor
Jerry Goldman, Ph.D., Professor
Anne Gomer, M.S., Lecturer
William Hawley, M.S., Lecturer
Roger Jones, Ph.D., Professor
Leonid Krop, Ph.D., Assistant Professor
Ron Kuziel, M.S., Lecturer
Jeanne LaDuke, Ph.D., Associate Professor
Charles Lindblade, Ed.D., Lecturer
Michael Modica, Ph.D., Lecturer
Effat Moussa, Ph.D., Associate Professor
Carolyn Narasimhan, Ph.D., Associate Professor
Rochelle Plager, M.S., Lecturer
Walter A. Pranger, Ph.D., Professor
Pervez Rahmani, Ph.D., Lecturer
Eric Rieders, Ph.D., Assistant Professor
Catherine Sorenson, M.S., Lecturer
Jacob Towner, Ph.D., Professor
Stephen Vagi, Ph.D., Professor
Yuen-Fat Wong, Ph.D., Professor
George Zazi, M.S., Lecturer

Illinois Institute of Technology
DePaul University
University of Chicago
University of Chicago
University of Chicago
University of Wisconsin
Washington University
University of California at San Diego
University of Chicago
University of Illinois at Chicago
Universidad de Buenos Aires
Illinois Institute of Technology
Northwestern University
Illinois Institute of Technology
University Of Illinois, Chicago
Northeastern Illinois University
Rutgers University
University of Chicago
University of Chicago
University of Oregon
Loyola University of Chicago
University of Chicago
University of Iowa
Northwestern University
Northeastern Illinois University
Illinois Institute of Technology
University of Illinois, Chicago
Syracuse University
University of Illinois, Chicago
University of Chicago
University of Chicago
Cornell University
Illinois Institute of Technology
The department of Mathematics enforces all course prerequisites, including placement through the mathematics Diagnostic Test. This requirement can be waived with the consent of the instructor or the department. College of Commerce students must earn a grade of C− or better in each course that is required in the Freshman/Sophomore Core. See page 42. All courses carry four hours of credit, unless otherwise stated.

125 **Business Calculus I.** Differential calculus of one or more variables with business applications. (Prerequisite: Completion of Mathematics 130 or adequate performance on placement exam.) Offered every term.

126 **Business Calculus II.** Integral calculus, matrix algebra, and probability theory with business applications. (Prerequisite: 125.) Offered every term.

142 **Business Statistics.** Basic concepts of statistics and applications: Data analysis with the use of MINITAB; theoretical distributions; sampling distributions; problems of estimation; test of hypothesis; problems of sampling; linear regression and correlation. (Prerequisite: 126.) Offered every term.

155 **Calculus and Statistical Analysis for Business I (Honors).** Graphical analysis of linear and quadratic models, exponential and logarithmic models. Derivatives and rate of change, applications to finance and accounting, including present and accumulated value of investment and annuities. Linear programming matrix algebra, and combinatorial methods. (Prerequisite: Adequate performance on placement exam.) Offered Autumn.

156 **Calculus and Statistical Analysis for Business II (Honors).** Continuation of 155. Partial derivatives and optimization problems with non-linear constraints. (Lagrangean multipliers). Integration and applications to business. Elementary probability. (Prerequisite: 155 or adequate performance on placement exam.) Offered Winter.

157 **Calculus and Statistical Analysis for Business III (Honors).** Normal and binomial distributions, central limit theorem. Applications to sampling. Students' distribution, chi-square distribution, F distribution, hypothesis testing, and confidence intervals. Linear regression and correlation, including confidence intervals for the regression parameters. Data analysis with the use of MINITAB. (Prerequisite: 156 or adequate performance on placement exam.) Offered Spring.

342 **Business Statistics II.** Multiple regression, correlation, analysis of variance, time series and sampling. Statistical theory applied to business. Use of a statistical computing packages. Course content will vary with the needs and desires of individual students. (Prerequisite: 142 or 157.) Offered variably.
COLLEGE OF LIBERAL ARTS AND SCIENCES
ADMINISTRATION
Richard J. Meister, Ph.D.
Dean

UNDERGRADUATE
DAY DIVISION
Lincoln Park Campus
Michael L. Mezey, Ph.D.
Associate Dean
Gerald Paetsch
Administrative Assistant to
the Dean/Office Manager
Patricia A. Rostan, B.S.
Coordinator, Freshmen Programs
Kelly L. Johnson, M.F.A.
Administrative Assistant to
the Dean
Terry McCormick
Academic Advisor
Pamela Patterson
Academic Advisor
Linda Greco, B.A.
Director of Special Events
and Publications

GRADUATE DIVISION
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Carolyn Narasimhan, Ph.D.
Associate Dean
Carol Goodman-Jackson
Administrative Assistant

ADMINISTRATION/
URBAN MISSION
J. Patrick Murphy, C.M., Ph.D.
Associate Dean
Anna L. Warning, B.A.
Assistant Dean
Community Service

UNDERGRADUATE EVENING DIVISION
Loop Campus
Craig Sirles, Ph.D.
Director, Academic and
Tutorial Services
Dorothy Washington, B.A.
Academic Advisor
SCHOOL OF EDUCATION
Joan M. Lakebrink, Ph.D.
   Director
Kathryn C. Wiggins, Ph.D.
   Director of Clinical Experiences
Peter Pereira, A.M.T.
   Director of Undergraduate Programs
John J. Lane
   Director of Graduate Programs
Charles P. Doyle, M.Ed.
   Certification Officer
Michele Madison, B.A.
   Academic Advisor, Undergraduate Programs

ACADEMIC DEPARTMENTS AND PROGRAMS

Liberal Arts and Sciences
American Studies        Jewis Studies
Art                    Latin American Studies
Biological Sciences     Mathematical Sciences
Chemistry               Military Science
Clinical Laboratory    Modern Languages
   Science
Communication           Philosophy
Computer Science       Physics
Economics               Political Science
English                 Pre-Law Study
Environmental Sciences  Psychology
Geography               Religious Studies
History                 Sociology and Anthropology
Honors Programs         Social Sciences
Interdisciplinary Studies    Urban Studies
International Studies   Women's Studies

School of Education
Early Childhood Education Music Education
Elementary Education    Physical Education
Secondary Education     Teacher Certification for College
                          Graduates
College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences is committed to providing all of its students with a liberal education that balances in depth study in certain areas with a breadth of experience in the various disciplines that form the core of human knowledge. Its 31 degree-granting programs and disciplines share a commitment to the highest standards of academic quality, to a mode of study that nurtures critical thinking skills, to a self-conscious examination of questions of value and meaning, and to the development of those habits of the heart and mind intrinsic to a life-long and independent learner.

The commitment to liberal education is reflected in a faculty that is as strongly committed to teaching as it is to research. It is reflected in curricular practices that discourage students from concentrating in one subject area to the exclusion of all others. And it is reflected in the College's encouragement of interdisciplinary areas of study that underline the connections and unities among the various areas of knowledge.

The College values and nurtures the urban and Vincentian mission of the University. The interactions among its faculty and between its faculty and its students are characterized by personalism. Significant portions of the curriculum speak to questions of social responsibility, ethical standards for behavior, and an active engagement with the people and the challenges of the Chicago community.

Richard J. Meister, Ph.D., Dean
LIBRARIES, FACILITIES, FACULTY

The College of Liberal Arts and Sciences offers programs of study in both Day and Evening divisions on both the Lincoln Park and Lewis Center campuses. The Day division serves those students who can attend full-time and who seek the more traditional four-year undergraduate program. The Evening division, on the other hand, serves those students who are employed or for other reasons can only attend part-time in the evening and on weekends. However, courses in both divisions are available to all students, and they may adjust their academic schedules to best accommodate the demands of employment and study. Both the Bachelor of Arts and Bachelor of Science degrees may be earned in either division. However, programs in the natural sciences which require extensive laboratory coursework are available in the Day division only.

The College offers the student a coherent curriculum and a well-prepared and dedicated faculty. All students have the opportunity to work closely with faculty and staff in their major field. Although students must make their own judgments concerning their personal values and career goals, faculty, through the advisement process, will assist students in reaching academic decisions commensurate with a high quality education.

In support of the faculty and curriculum, the University offers many advantages of location and facility which enrich the educational experiences of the student. The University is centrally located and draws upon the cultural wealth of metropolitan Chicago. It also offers the student extensive libraries on each campus as well as the use of the libraries of other associated universities in the area. For further information on the location, facilities, and libraries of the University, consult page 355 of the Bulletin.

ADMISSIONS

Candidates interested in admission to the College should direct all inquiries to the Office of Admissions, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois, 60604. Telephone: (312) 362-8300. The Office of Admissions will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $20.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult page 361 of the Bulletin.

COMPETENCE IN MODERN LANGUAGE

Students who enroll in the College in the Fall of 1989 or later and who intend to graduate with the Bachelor of Arts degree will be required to demonstrate competence in a modern language. Such competence may be demonstrated in one of several ways: by successful completion of two years of high school course work in a modern language, by achieving a score of 3 or higher on the Advanced Placement test, by a satisfactory score as determined by the Modern Language Department on the CLEP examination, or by taking appropriate course work. Note that CLEP scores may be used only to meet the College requirement. Credit is not awarded in modern languages on the basis of CLEP scores. Students who are required to do course work must demonstrate modern language competence equivalent to a complete introductory sequence (101-102-103). Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three course introductory sequence. B.A. students who meet the college requirement and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. (See p. 11 for further details.)
CURRICULUM

The College of Liberal Arts and Sciences offers programs of study leading to the Bachelor of Arts and Bachelor of Science degrees. If these programs are pursued through the Honors Program, "Honors Degrees" are awarded. For more information on the Honors Program, the student should consult page 173 of the Bulletin. In addition, several departments offer departmental Honors Programs for their majors.

The following departments and programs offer degree programs in the College:

- American Studies
- Art
- Biological Sciences
- Chemistry
- Clinical Laboratory Science
- Communication
- Computer Science
- Economics
- Education
  - Early Childhood
  - Elementary Education
  - Physical Education
  - Secondary Education
- English
- Environmental Studies
- Geography
- History
- International Studies
- Jewish Studies
- Latin American Studies
- Mathematical Sciences
- Modern Languages (French, German, Italian and Spanish)
- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Social Science
- Sociology
- Urban Studies

Pre-professional training for careers in medicine, dentistry, law and engineering are additional features of the curriculum. Some departments have structured five-year programs in which qualified students may earn both the Bachelor's and Master's degrees. For specific information on the various degree requirements in the College, consult the departmental and program entries which follow.

The curriculum is designed to allow each student to proceed at a pace consistent with his or her ability and at a level governed by the student's background, interest, and willingness to accept challenge. Many departments provide opportunities for enrichment through honors courses, internships, and independent study and research courses. Permission to pursue these options must be obtained from department chairs.

Generally, the College operates on an optional attendance plan; that is, students bear the responsibility for allocating their time for class study, library work, and other preparation. They assume the responsibility of meeting all the course requirements. However, there are some courses, particularly those that involve group activities such as laboratory and discussion, in which attendance is required.

STUDY IN THE MAJOR FIELD

The student's course of study in the College consists of two parts: the major field and the Liberal Studies Program. Together these two parts contribute to the liberal education of the student which is the common purpose of all study in the College. By "liberal education" the College understands not only a deep and thorough knowledge of a particular area of study but a knowledge of the diverse areas of study represented by criticism, history, the behavioral and social sciences, philosophy, religious studies, the natural sciences, and mathematics.
The student's course of study in the major field in turn consists of two parts: a program of major field courses and a number of supporting or allied fields requirements. The major field program generally is built upon a set of core courses and a specialized "concentration" designed for career preparation. The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which both broaden and deepen their understanding of their chosen discipline.

Because no academic major program is built in isolation from closely allied departments, students are required to pursue a number of courses in supporting fields. For the most part, the major and supporting fields requirements can be augmented by electives of the student's choice. The inherent flexibility of this curriculum demands that the student consult an academic advisor at each stage in the total program and at least once prior to each registration.

**MINOR**

Most departments offer minor concentrations of study. Students may elect a minor to provide overall breadth to their collegiate program or to enrich their experiences in disciplines allied with their major field. Generally, a minor consists of a set of courses introductory to the field plus another set of more specialized courses. Most minors require six courses some of which may also be counted for Liberals Studies Program credit. Minors are open to students in all colleges and departments; however, students may not minor in the same department in which they major.

The following minors are offered by Departments in the College of Liberal Arts and Sciences. The page number following the minor indicates where further details may be found. For further information contact either the department that offers the minor or your college office.

**AMERICAN STUDIES (p. 99)**
**ART (p. 102)**
  - General Art
  - Art History
  - Painting
  - Sculpture
  - Printmaking
  - Photography
  - Design
**BIOLOGICAL SCIENCES (p. 108)**
**CHEMISTRY (p. 116)**
**COMMUNICATION (p. 125)**
**COMPUTER SCIENCE (p. 135)**
  - Information Systems
**ECONOMICS (p. 145)**
**ENGLISH (p. 150)**
  - Literature
  - Writing
**GEOGRAPHY (p. 160)**
**HISTORY (p. 166)**
**INTERNATIONAL STUDIES (p. 180)**
**LATIN AMERICAN STUDIES (p. 185)**

**MATHEMATICS (p. 190)**
  - Statistics
**MODERN LANGUAGES (p. 202)**
**PHILOSOPHY (p. 221)**
**PHYSICS (p. 228)**
  - Microelectronics
**POLITICAL SCIENCE (p. 235)**
  - American Politics
  - International Politics
**PSYCHOLOGY (p. 245)**
  - Experimental
  - Industrial/Organizational
  - Applied
**RELIGIOUS STUDIES (p. 252)**
**SOCIOLOGY AND ANTHROPOLOGY (p. 257)**
  - Anthropology
  - General
  - Health and Human Services
  - Juvenile Justice
  - Law and Society
**WOMEN'S STUDIES (p. 271)**
MINOR IN BUSINESS ADMINISTRATION

Students enrolled in the College of Liberal Arts and Sciences may obtain a minor in Business Administration by completing the nine course requirement listed below. Courses listed with an * may be taken for Liberal Studies credit.

The following six courses are required: *Economics 103; *Computer Science 110 (or equivalent); *Mathematics 112 (or equivalent); Economics 104; Accounting 101; Accounting 103.

After completion of the six required courses, three additional courses may be elected from the following list: Business Law 201; Management 300; Marketing 301; Marketing 302 (prerequisite: Marketing 301); Finance 310; Economics 315. (Note that Finance 310 and Economics 315 assume a mathematical background at the level of the BMS sequence—BMS 125, 126, 142.)

LIBERAL STUDIES PROGRAM

The student's course of study in the Liberal Studies Program is that part of the undergraduate program devoted exclusively to liberal education. The program seeks to balance and, when necessary, augment the student's course of study in the major field. For this reason the number and distribution of courses vary according to the major field. Students may not take courses other than their major for Liberal Studies credit. However, in some cases, allied field courses required by the student's major program may be taken for Liberal Studies credits. (The student should consult the departmental entries for the liberal studies requirements of his major field. See also Course Reduction below.)

In addition to the 16 quarter hours required in Common Studies, all students in the College are required to complete 64 quarter hours distributed through 4 disciplinary divisions in departments or Schools designated by the Liberal Studies Program. For information concerning the purposes and curriculum of the Liberal Studies Program— including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106). Normally, these courses are to be taken in the student's freshman year; in any case, they must be begun before entering the sophomore year of studies. The College Writing and Research and World Civilizations courses must be taken concurrently.

Fine Arts and Literature: 4 courses are required in the Departments of English, Music, Art, Modern Languages or Theatre (or other departments designated by the Division), 3 Level I courses in different departments and 1 Level II course.

Philosophy and Religion: 4 courses are required in the Departments of Philosophy and Religious Studies (or other departments designated by the Division), 2 Level I courses in different departments and 2 Level II courses in different departments.

Behavioral and Social Sciences: 5 courses are required in the Departments of Psychology, Sociology, Political Science, Economics, or Geography (or other departments designated by the Division), 3 Level I courses in different departments and 2 Level II courses.

Natural Sciences and Mathematics: 5 courses are required in the Departments of Biological Sciences, Chemistry, Computer Science, Mathematics, or Physics (or other departments designated by the Division), 3 Level I courses and two Level II courses. Unless a student chooses an introductory sequence in a single department, the 3 Level I courses must be from different departments.

Modern Language Option

The Modern Language Option is available to B.A. students who wish to study a modern language beyond the level necessary to meet the College's language requirement and to B.S. students who wish to study a modern language at any level. Students selecting the option may substitute a three course language sequence for three Level II courses. However, the three Level II courses for which the language will substitute must come from three different divisions of the Liberal Studies Program. Interested students should contact their academic advisor for information concerning the regulations and procedures governing the exercise of this option.
Honors Program Option

Students seeking a more challenging Liberal Studies experience should consider applying for the College's Honors Program. The Program, designed for the well prepared student, incorporates a structured series of specifically designed courses taken in sequence throughout the student's four years at DePaul. Students who complete the Honors Program will be exceptionally well prepared for graduate and professional study. For more details on the Honors Program see page 173 of the Bulletin.

Course Reduction

While the equivalent of 22 courses is listed in the Liberal Studies section (above), only 20 are required because students must reduce, by two, the number of courses in the division in which their major field falls. For example, a Political Science major must take three rather than five courses in the Behavioral and Social Sciences Division.

Students who have declared their major field should consult the departmental entry for a description of the liberal studies requirements of the major field. The departmental entry describes in detail the course reduction as applied to the student's major field. Since liberal studies requirements vary from one major field to another, the student should not assume that courses which satisfy the liberal studies requirements for one major field satisfy the requirements for another, especially when the major field falls within another division. The student should be certain to consult an academic advisor before taking courses in the Liberal Studies Program. Academic advisement is an integral part of the Liberal Studies Program and necessary for integrating the program with the requirements of the student's major field.

ACADEMIC ADVISEMENT

The College believes that academic advisement is necessary for the vitality and success of the student's undergraduate education. The purposes of liberal education require that the education of the student form a coherent whole. Therefore, the requirements of the Liberal Studies Program and to a degree the major field are determined by the individual student's intellectual interests, needs, and abilities.

Academic approval of a course of study is required of all students in the College. Students who have not declared a major field must consult their academic advisor in the College before registering for courses. Students who have declared their major field must consult the faculty advisor assigned by their department. Once a student has declared a major field, the faculty advisor in the department has principal responsibility for the academic program of the student. The student should not expect that courses selected without the advice and consent of an academic advisor will satisfy the requirements of the College.

DECLARATION OF MAJOR

All students in the College are required to declare a major field prior to beginning their junior year.

To declare a major field, the student should apply to the department through the College for permission to enter a degree program. At that time an interview will be arranged with the department chair, and the student's previous work in the College will be reviewed and evaluated. If it is found acceptable, the student will be formally accepted into the degree program and assigned a faculty advisor. If it is not acceptable, the student either will be asked to improve his or her academic record or will be denied admission.

To change major fields, the student must repeat the procedure described above. However, for the purpose of exploring the possibility of changing a major field, the student should consult an academic advisor in the College.
PRE-LAW STUDY

The Association of American Law Schools does not consider it appropriate to prescribe certain undergraduate degree programs for students who are planning to study law at the professional level. The Association does, however, consider certain skills and knowledge essential for later success in law and appropriate for study on the undergraduate level.

Pre-law study in the College of Liberal Arts and Sciences is intended for those students who, in addition to satisfying the requirements of an academic field of specialization, also want to develop those capacities and skills essential for satisfactory performance in law school. Specifically, pre-law study is intended to develop the following skills: (1) the ability to use the English language skillfully and effectively in oral and written advocacy situations, (2) the power to think clearly, critically, and independently in situations requiring problem solving ability and sound judgment, and (3) the ability to use and understand statistical calculations. Moreover, pre-law study is intended to promote an understanding of the psychological processes, economic systems, political organizations, and social structures essential to the study and practice of law.

Admission to the College of Law, DePaul University, is based on collegiate performance, scores achieved on the Law School Admissions Test (LSAT), extracurricular activities, work experience, and letters of recommendation. The legal program offered through the College of Law leads to the degree of Juris Doctor (J.D.).

Students who want to prepare for law school should, whatever their academic major, consult with any of the following members of the faculty to design a coherent program from the courses listed below: Dr. Bannan (Sociology), Dr. Barnum (Political Science), Dr. Tracy (Psychology), Dr. Erlebacher (History), Dr. Fahrenbach (English), and Dr. Larrabee (Philosophy).

FOREIGN STUDY PROGRAM

The College considers a foreign study experience an important part of a liberal education. Students are encouraged to participate in a study abroad program sometime during their college career. The College of Liberal Arts and Sciences has developed a series of foreign study programs designed to emphasize social, political, historical, and cultural understanding through a total immersion into the life and culture of a foreign country. Foreign study options for the 1991-92 academic year include:

**Quarter Programs**
- Florence, Italy (Autumn)
- Sheffield, England (Autumn)
- Beijing, China (Autumn)
- Merida, Mexico (Winter)
- Athens, Greece (Winter/Spring)
- Budapest, Hungary (Spring)
- Paris, France (Spring)
- Bonn, Germany (Spring)
- Mito, Japan (Spring)

**Excursions**
- Puerto Rico (December)
- Harare, Zimbabwe (December)
- Israel (Summer)

A DePaul faculty member accompanies each program as an instructor and academic advisor. All DePaul students, regardless of college or major, are eligible to participate in these programs. Foreign study credit is applied to either Liberal Studies, major, or minor requirements, or as elective credit, depending on the student's needs and the regulations of the college. Students should check with their college office before applying. For further information contact the Foreign Study Office on the Lincoln Park Campus.
American Studies

American Studies is an interdisciplinary field that asks the question, "What does it mean to be an American?" To answer this question, students will examine the patterns, values, and institutions that inform American culture and the American experience. Using an interdisciplinary approach, American Studies brings together courses from throughout DePaul's curriculum under a well-defined, yet flexible, structure to examine the complexities of the American world. The Program integrates the study of American literature, history, geography, and politics; social, cultural, and economic patterns and institutions; philosophy and religion; art and music; and other Social Science and Humanities disciplines. Through this interdisciplinary approach, students will learn how to bridge disciplines under specific themes and will come to understand the breadth of the American experience and American culture.

Because American Studies emphasizes reading, writing, discussion, and critical thinking, it is an excellent major for students seeking careers and graduate study in journalism, public relations, advertising and marketing, public policy administration, law, museums, historic preservation, business, teaching, or the public sector.

FACULTY

Lillie Johnson Edwards, Ph.D., Associate Professor and Director (History) University of Chicago
Theodore Anton, M.F.A., Assistant Professor (English) University of Iowa
Sally Kitt Chappell, Ph.D., Professor (Art) Northwestern University
Carol Kilmick Cyganowski, Ph.D., Associate Professor (English) University of Chicago
Richard deCordova, Ph.D., Assistant Professor (Communication and English) University of California, Los Angeles
Albert Erlebacher, Ph.D., Professor (History) University of Wisconsin, Madison
Robert A. Garner, Ph.D., Professor (Sociology) University of Chicago
Hugh J. Ingrasci, Ph.D., Associate Professor (English) University of Michigan
Howard Lindsey, M.A., Instructor (History) University of Michigan
Theodoric Manley, Jr., Ph.D., Assistant Professor (Sociology) University of Chicago
Aminah B. McCloud, M.A., Instructor (Religious Studies) Temple University
Christopher Mobley, M.A., Instructor (Political Science) Purdue University
William Sieger, M.A., Lecturer (Art) University of Illinois
Gary Smith, Ph.D., Associate Professor (English) Stanford University
Charles Stevens, Ph.D., Associate Professor (Sociology) Northwestern University
Charles R. Strain, Ph.D., Professor (Religious Studies) University of Chicago
Charles Suchar, Ph.D., Associate Professor (Sociology) Northwestern University
Maria de los Angeles Torres, Ph.D., Assistant Professor (Political Science) University of Michigan
Harry Wray, Ph.D., Associate Professor (Political Science) University of North Carolina, Chapel Hill
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are expected to complete 16 courses distributed through four divisions as part of their Bachelor of Arts in American Studies. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 3 courses (English 120 Understanding Literature; 1 Level I from Art, Music, or Theatre; 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 4 courses (2 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Modern Language Option

Students who take a sequence of three language courses beyond the College of Liberal Arts and Sciences modern language requirement can reduce their Liberal Studies requirements by 3 Level II courses (no more than one course per division).

DEPARTMENTAL PROGRAM REQUIREMENTS

Foundation Requirements

During their sophomore year, students in this major should take the following sequence of courses: 201 Colonial America to 1860; 202 The American Identity, 1830-1910; and 203 Modern America, 1900-1990.

Concentrations

Students will choose from among the following six concentrations: Popular Culture; Intellectual History and Literature; Politics and Society; African-American Studies; Latino Studies; and European-American Ethnicity. Students are required to take six courses within the concentration.

Electives and Distribution Requirements

In consultation with an advisor, students will select three additional courses from outside of the concentration. For both the concentration and the electives, students may not take more than three courses in a department and the courses must be distributed among at least three departments.

Senior Seminar

During the senior year, students should take 301 Senior Seminar.
SPECIAL PROGRAMS

Minor or Double Major

The American Studies minor or double major is an especially viable option for departmental majors in the humanities, social sciences, fine arts, natural sciences and business. Students who wish to minor in American Studies must complete six courses: 201 Colonial America to 1860; 202 The American Identity, 1830-1910; 203 Modern America, 1900-1990; and any three American Studies electives, one of which may be the Senior Seminar.

Internships

Internships (for variable credit) in local agencies will be available for interested students. Such agencies might include the Newberry Library, the Chicago Historical Society, the NAACP, art galleries, civic organizations, government agencies, archives, ethnic and religious organizations.

Courses

Unless otherwise noted, all courses carry 4 quarter hours credit.

201 Colonial America to 1860. This course will introduce students to the diverse contributions which have created American culture; the tensions within America's cultural, ethnic, and religious pluralism; the contrasting experiences of different races, genders and classes; the relationships formed between these groups and the dominant culture; and the different geographical centers of early American culture.

202 The American Identity, 1830-1910. The course will use material culture, popular attitudes, and everyday life patterns to analyze the forces that shaped and challenged the possibility of a unified nation and a common national identity—the divisions between north and south, the changes brought about by industrialization and immigration, and the corrective platforms of reform movements.

203 Modern America, 1900-1991. This course examines how Americans continue to define themselves as a nation and as individuals within new forms of human organization. Students will study the emergence of and challenges to mass society, the impact of industrialism, immigration, urbanity, and the rise of and opposition to corporate power.

301 Senior Seminar. The senior seminar is an integrative, topical course which will be conducted primarily as a discussion course or colloquium. Emphasis will be placed on discussion and independent research and writing. (Prerequisite: 201, 202, and 203.)

392 Internship. Majors only. Variable credit.

395 Topics in American Studies.

399 Independent Study. Majors only. Variable credit.
Robert Donley, M.F.A., Professor and Chair

The Department of Art offers a general curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage.

The educational aim of the department is to provide, through individualized instruction, a broad foundation in art practice and art history. The curriculum emphasizes fundamental artistic concepts through problem solving and experimentation in studio courses and through research and analysis in art history.

Three areas of concentration are offered: 1) a studio practice concentration designed to develop artistic skills and abilities, 2) a history of art concentration designed to develop proficiency in art historical analysis and theory and 3) a concentration in advertising art and design to develop design principles and production skills for print and other mass media.

In addition, the department offers a minor in all studio art, disciplines, art history, and advertising art and design for students majoring in other fields. Through individualized counseling and a choice of electives, students are aided in planning for graduate school or a diverse group of art-related careers.

**FACULTY**

Robert Donley, M.F.A., Professor and Chair  
Sally Kitt Chappell, Ph.D., Professor  
Judith Geichman, M.F.A., Lecturer  
Gerald Lietz, Ph.D., Associate Professor  
Elizabeth Lillehoj, Ph.D., Assistant Professor  
Stephen Luecking, M.F.A., Professor  
Jenny Moran, M.F.A., Assistant Professor  
Marlene Novak, M.F.A., Lecturer  
William Seiger, M.A., Lecturer  
Bibiana Suarez, M.F.A., Assistant Professor  
Simone Zanawski, Ph.D., Associate Professor

Art Institute of Chicago  
Northwestern University  
Art Institute of Chicago  
University of Notre Dame  
Columbia University  
Miami University  
University of Tennessee  
Northwestern University  
University of Illinois  
Art Institute of Chicago  
Brown University
LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Art. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 2 courses in the Departments of English, Music, or Modern Languages or other departments designated by the Division (Level I only).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Art contributes to a student’s liberal education, the student should enroll only in those courses in the Division of Fine Arts and Literature offered by the Departments of English, Music, or Modern Languages (or other departments designated by the Division). A significant component of a student’s liberal education is the knowledge of the methods and principles of criticism as applied to compositions in music and language. Consequently, for students majoring in art, courses in the Department of Art will not be applied toward the requirements of the Division.

DEPARTMENTAL PROGRAM REQUIREMENTS

General Foundation

Art: 105 Foundation Design; 106 Foundation Drawing; 205 Three-Dimensional Design; 308 Ancient and Medieval Art; 340 Renaissance, Baroque and Rococo Art; 346 19th and 20th Century Art.

I. Studio Concentration

Core Courses: 110 Painting; 115 Sculpture; 206 Intermediate Drawing; and one additional Art History course. Three additional studio practice courses are to be chosen in consultation with the departmental advisor.

Supporting Fields: 14 courses with a minimum of two electives in Art are strongly recommended. Courses are to be chosen in consultation with the student’s departmental advisor. The courses generally are in the fields of English, History, Philosophy, and Sociology, but any other area may be appropriate. Students may also fulfill requirements for a minor in other departments.

II. Art History Concentration

Core Courses: Any six Art History courses on the 300 Level; and one studio practice course are to be chosen in consultation with the departmental advisor.
ART

Supporting Fields: 14 courses with a minimum of two electives in Art are strongly recommended. Courses are to be chosen in consultation with the student's departmental advisor. The courses generally are in the fields of English, History, Philosophy, and Sociology, but any other area may be appropriate.

III. Advertising Art & Design Concentration

Core Courses: 110 Painting; 115 Sculpture; 206 Intermediate Drawing; 260 Advertising Art & Design I; 261 Advertising Art & Design II; 262 Publication Design; and one additional Art History course.

Supporting Fields: 14 courses to be chosen in consultation with the student's departmental advisor. 360 Illustration; 361 Package Design; 362 Typography; 396 Internship (up to 12 hours can be taken in Advertising field of study) are strongly recommended. Students may also fulfill requirements for a minor in other departments.

Students who are planning on a professional career in art or plan on attending graduate school should have 72 hours of course work in art.

SPECIAL PROGRAMS

Minor in Studio Art

Students who wish to minor in the studio arts may concentrate their study in one of six media areas offered by the art department. Studio minors are offered in painting, drawing, sculpture, printmaking, photography and design. In addition, students may opt for a general studio minor. A total of six courses are required: three core courses and three courses in the specific media area.

Core courses: Art 105 or 104, 106, 346 or 102. Media specialties: Art 110, 210, and 310, or 206, 207 and elective, or 115, 215 and 315, or 330, 331 and elective, or 223, 225 and elective, or 260, 261 and 262, or 360, 361 and 362, or three studio electives for general studio minor.

Minor in Art History

Six courses are required for a minor in art history, three of which should be Art 308, 346 and one studio elective. Students who wish to gain experience in archival management and museum curatorship may elect to substitute one course in art history with an internship in one of these two fields.

Minor in Computer Graphics

Eight courses: Mathematics 140, 141, Computer Science 215, 310, 311, 369, 370, and 399. All foundation level art courses are required before taking Computer Science 369 and 370.

Minor in Communication

Six courses: Communication 230, 346 and 360 and three courses from the department of communication's media concentration courses: Communication 336, 341, 342, 343, 344, 345, 347, 348, 349, 371, 377, 378, 379, or 391. All courses should be chosen in consultation with an advisor and augmented to individual career plans. Junior level academic and study skills are required for this minor.
Grace and Walter Byron Smith Scholarships

The Department of Art, in a Partnership Program with The School of The Art Institute of Chicago, participates in awarding Grace and Walter Byron Smith Scholarships to DePaul students. These scholarships provide for study in programs conducted by The School of The Art Institute of Chicago. Contact the chairman of the Department of Art for information and application procedures.

Courses

All courses carry 4 quarter hours credit unless otherwise noted. Students majoring in Art may elect Level I courses offered in liberal studies for elective credit only.

A studio course that develops creative and perceptual abilities and relates them to principles, concepts of art in historic context.

GENERAL ART

102 Principles of Art History. A stylistic and thematic survey of major art forms in an historic context. (Non-art majors.)

104 Creating Art. A studio course that develops creative and perceptual abilities and relates them to principles, concepts of art in historic context. (Non-art majors.)

Art 102 is a prerequisite for all Level II Art History courses.

Art 104 is a prerequisite for all Level II studio courses.

STUDIO PRACTICE

Design

Development of perceptual ability through analysis of two and three dimensional concepts of line, shape, value, texture, color, form, and space.

105 Foundation Design. General Foundation course, materials fee of $15.00.

205 Three-Dimensional Design. General Foundation course, materials fee of $15.00.

305 Advanced Color Design. (Prerequisite: 105, 205) Materials fee of $15.00

Drawing

Varied media related to representational and expressive rendering and techniques of spatial organization.

106 Foundation Drawing. General Foundation course.

107 Drawing. (Especially for Theatre students, 2 credit hours.)

206 Intermediate Drawing. Core course.

207 Advanced Drawing. (Figure drawing.)

208 Drawing. (Especially for Theatre students, 2 credit hours.) (Prerequisite: 107)

209 Drawing. (Especially for Theatre students, 2 credit hours.) (Prerequisite: 107, 208)
Painting

Techniques of oil painting and pictorial composition in both representational and non-representational modes.
110  Painting. Core course.
210,
211  Intermediate Painting.
212  Watercolor Painting.
310,
311  Advanced Painting.

Photography

Principles of photography, color, light and processes and techniques of photography as a fine art.
223  Light, Color, Photography, Optional Laboratory (cross-listed as Physics 223).
225  Photography. Materials fee $20.00, 35 mm camera required.

Printmaking

Concepts and techniques of serigraphy and intaglio.
229  Introduction to Printmaking. Materials fee of $15.00.
330  Etching. Materials fee of $15.00.
331  Serigraphy. Materials fee of $15.00.

Sculpture

Sculptural techniques and processes exploring a variety of conceptual directions and their implications as sculptural form.
115  Sculpture. Core course, materials fee of $15.00.
215,
315,
316  Advanced Sculpture. Materials fee of $15.00.

Advertising Art and Design

Application of design principles and production skills to create effective communication through words and images for print and other mass media.
260  Advertising Art & Design I. Materials fee of $15.00.
261  Advertising Art & Design II. (Prerequisite: 260) Materials fee of $15.00.
262  Publication Design. (Prerequisite: 260,261) Materials fee of $15.00.
360  Illustration. (Prerequisite: 260, 261) Materials fee of $15.00.
361  Package Design. (Prerequisite: 260, 261) Materials fee of $15.00.
362  Typography. (Prerequisite: 260, 261) Materials fee of $15.00.
ADVANCED STUDIO PRACTICE TOPICS

394 Professional Practice in the Studio. Juniors and Seniors only. Course prepares students for professional career goals.

395 Special Topics in Studio Practice. See current schedule for specific topics. Credit: 2 or 4 hours.

396 Internship. Arranges fieldwork or employment in field of study. Up to 12 hours credit. Prerequisites.

399 Independent Study. Available to students of demonstrated capability for intensive independent work.

History of Art

Study and critical analysis of stylistic development in painting, sculpture, architecture, and other forms of art from pre-history to the present.

308 Ancient and Medieval Art. General Foundation course.

320 American Art.

322 Contemporary Art.

324 History of Architecture.

326 Film Art as Visual Art.

327 African and Oceanic Art.

340 Renaissance, Baroque and Rococo Art. General Foundation course.


350 Japanese Art.

351 Islamic and Indian Art.

352 Issues in 17th and 18th Century Art.

353 Italian Renaissance Art.

354 Chinese Art.

355 Northern Painting of the 15th and 16th Century.

356 Women in Art. (cross-listed with Women's Studies)

357 Theory of Methodology. Required for Art History majors. Juniors and Seniors only.

ADVANCED HISTORY OF ART TOPICS

396 Internship. Arranged fieldwork or employment in field of study, i.e., museum curatorialship, etc., up to 12 hours credit. Not always available. By application to department committee. Prerequisites.

397 Special Topics in History of Art. See current schedule for specific topics. Credit: 2 or 4 hours.

399 Independent Study. Available to students of demonstrated capability for intensive independent work in the history of art.

400 Chicago: Architecture and Urbanism
The Department of Biological Sciences provides programs for both biology and non-biology majors. For its majors, the department provides a core program consisting of lecture and lecture/laboratory courses. Beyond the core program, the department offers a number of courses which permit a moderate degree of specialization in any one of several areas. It also provides a number of opportunities outside the classroom for learning. These include a program of seminars and opportunities for research with, or under the direction of, a member of the faculty.

Typically, students who intend to enter Medicine or other health-related professions such as Dentistry, Veterinary Medicine, Osteopathic Medicine, Podiatry, Optometry, etc., find it most appropriate to major in biology, and follow the Standard Biological Sciences Concentration. The Department provides specialized academic advising and counseling for students pursuing any one of these pre-professional options.

In addition, the School of Education and the Department of Biological Sciences offer a program that prepares students for a career in teaching biology at the Secondary School level. The Biology/Education Concentration culminates in certification by the State of Illinois. The departmental course requirements in the Standard Biological Sciences Concentration and in the Biology/Education concentration are listed below.

The Department of Biological Sciences also administers a Clinical Laboratory Sciences (Medical Technology) program similar to the Standard Biological Sciences Concentration. The Department provides specialized academic advising for students in this program. Upon completing the requirements for the baccalaureate, the student must enroll in one of several hospital schools of Clinical Laboratory Sciences associated with DePaul for a year of specialized study. The Department provides assistance with placement in the hospital-based internship.

Finally, the Department provides courses for non-biology majors (students in nursing, physical education, radiologic technology, biochemistry, psychology, art, journalism, etc.) as well as courses for those who intend to later apply for entrance elsewhere into specialized programs such as Physical Therapy, Occupational Therapy, Pharmacy, and Dietetics. The Department of Biological Sciences provides those students with both academic and career counseling during their years at DePaul University. Some students remain at DePaul and complete the B.S. degree prior to entering one or another of these specialized programs at a different institution; others transfer prior to graduation.
FACULTY

Sidney L. Beck, Ph.D., Professor and Chair
Stanley A. Cohn, Ph.D., Assistant Professor
John R. Cortelyou, C.M., Ph.D., Professor
John V. Dean, Ph.D., Assistant Professor
Lester Fischer, D.V.M., Adjunct Associate Professor

(Lincoln Park Zoo)

Robert A. Griesbach, Ph.D., Professor Emeritus
Danute S. Juras, Ph.D., Associate Professor
Leigh A. Maginniss, Ph.D., Associate Professor
Richard M. McCourt, Ph.D., Assistant Professor
Dolores J. McWhinnie, Ph.D., Associate Professor
Dennis A. Meritt, Jr., Ph.D., Adjunct Associate Professor

(Lincoln Park Zoo)

Mary A. Murray, Ph.D., Professor Emeritus
Robert L. Novak, Ph.D., Associate Professor

(Joint appointment with Chemistry)

Daniel G. Oldfield, Ph.D., Professor Emeritus
Margaret E. Silliker, Ph.D., Assistant Professor
Robert C. Thommes, Ph.D., Professor Emeritus
James E. Woods, Ph.D., Professor Emeritus

Brown University
University of Colorado
Northwestern University
University of Illinois
University of Illinois
University of Chicago
Marquette University
University of Hawaii
University of Arizona
Marquette University
University of Illinois
University of Chicago
University of Delaware
University of Chicago
University of California, Berkeley
Northwestern University
Stritch School of Medicine,
Loyola University

Bachelor of Science

LIBERAL STUDIES PROGRAM
In addition to the 16 quarter hours required in Common Studies, all students are required to complete 14 courses distributed through 4 divisions as part of their Bachelor of Science in Biological Sciences. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:
Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).
Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).
Philosophy and Religion: 4 courses (2 Level I and 2 Level II).
Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).
Natural Sciences and Mathematics: 1 course chosen from among Interdisciplinary Studies 220, 221, 222, 230, Physics 205, Mathematics 301 or Chemistry 222.
DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

Biological Sciences: 101 General Biology I; 102 General Biology II; 103 General Biology III; 250 Cell Biology; 260 Genetics; 309 Plant Physiology or 310 Vertebrate Physiology; 330 Developmental Biology; and five additional Biology courses, at least two of which must include a laboratory. (Bio. 110, 111, 112, 202, 205, 206, 208, and 255 do not generate credit toward the major.)

Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II; 115 General and Analytical Chemistry III; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III. (Unless special permission is granted by the Biology Department, students are expected to take the first-year chemistry courses simultaneously with Biology 101, 102, and 103.)

Physics I: 150 General Physics II; 151 General Physics III; and 152 General Physics.

Note: In place of the above-specified Chemistry and Physics courses, students may take comparable sequences of courses designed for Chemistry and Physics majors, respectively. Also, in lieu of Physics 150, 151 and 152, students may take Physics 155 and 156, offered summers only.

Mathematics/Computer Science/Psychology: 150 Calculus I; 151 Calculus II; 152 Calculus III (or Math 160, 161 and 162); one computer course: Computer Science 149 Programming with BASIC, Computer Science, or 240 Personal Computing, and one statistics course: Biology 305 Biometry; Mathematics 242 Elements of Statistics I; 348 Applied Statistical Theory and Methods I; or Psychology 240 Introductory Statistics for the Behavioral Sciences. (Students may be advised on the basis of their performance on the Mathematics Diagnostic Test to take one or more pre-calculus courses.)

II. Teacher of Biology Secondary Level

In cooperation with the School of Education, the Department of Biological Sciences offers a concentration of study which combines most of the requirements for a major in Biology with certification for teaching biology at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

SPECIAL PROGRAMS

Biology Minor

A student wishing to obtain a minor in Biology must take six courses designed primarily for the major, including Biology 101, 102, and 103. Three additional courses will be recommended by the Department on the basis of the student’s interests.

Clinical Laboratory Science (Medical Technology)

A student wishing to enter a career in Clinical Laboratory Science takes a program of study almost identical to the major in Biological Sciences, except that both Biology 310 and 370 are required. Upon completion of the requirements for the baccalaureate, the student enters one year of internship in a medical center or hospital associated with DePaul University.
Master of Science Degree Program

Certain graduate-level courses, including 401 (Independent Study) are open to qualified advanced undergraduate students with the approval of the Chairman of the Department. See the Graduate School Bulletin for course offerings. Students planning to complete a graduate program at DePaul University should inquire of their academic advisor how they, as juniors or seniors, may initiate studies in the Graduate School which become applicable toward our master's degree.

SEQUENCING

Since programs in the Biological Sciences tend to be structured, it is useful for students to take courses in sequence. Students should begin with the General Biology and Basic Chemistry sequences. These are prerequisite to Cell Biology, Genetics, and Organic Chemistry, which should preferably be taken in the Sophomore year. Since calculus is required, students should also begin their study of mathematics as soon as possible, preferably prior to their Junior year, so that they can be adequately prepared for the General Physics sequence, best taken in the Junior year. While the Departmental advisors can help individual students plan alternatives if necessary, especially for transfer students, the sequence presented above is highly recommended and most likely to be completed in a timely fashion.

The predominance of chemistry and biology sequences in the Freshman and Sophomore years generally dictates that, with the exception of Common Studies, the majority of Liberal Studies courses be postponed until the Junior and Senior years. Students should therefore take fewer Liberal Studies courses in the first two years, concentrating instead on major field requirements which are prerequisites to upper division courses.

Courses

All courses carry 4 quarter hours credit unless otherwise specified.

FOUNDATION COURSES

110 Selected Topics in the Life Sciences. Special topics such as energy relations of cells/organisms; reproduction, development, physiology, genetics, evolution and ecology.

111 Biology I. A study and discussion of the major organismal groups and their phylogenetic relationships; chemical, structural, functional and reproductive aspects of cells and their organelles; energy relations of cells, organisms, and populations; genetics (with special emphasis on humans); genetic engineering; and evolutionary biology. (Prerequisite: Business Mathematics 125 or Mathematics 130 or equivalent. May not be taken for credit by students who have previously passed Biology 110.)

112 Biology II. A study and discussion of such organismal level and organ-system physiological topics as homeostasis; nutrition and digestion; circulation; water balance and excretion; immunology; neuro- and endocrinology; embryology and development; reproduction; biological rhythms; and biomedical ethics. (Prerequisite: Biology 111.)
SPECIAL TOPICS

205 Plant Biology: Social and Economic Implications. The economic significance of plants from the standpoint of food, beverages, medicinal substances, textiles, wood and wood products; the aesthetic role of plants. (Prerequisite: One Level I Biology course and one additional NSM course.)

206 Brain and Behavior. Basic concepts in the biological science of neuroendocrinology, its interface with other disciplines (Psychiatry, Psychology, Health-care Sciences, Pharmacology, Philosophy) and its regulation of behavior. (Prerequisite: One Level I Biology and one additional NSM course.)

208 Stress, Hormones, and the Nervous System. A study and discussion of the basic concepts of stress and stressors, and their effects on the functioning of the Nervous System, the Endocrine System and the Immune System; the feedback influence of hormones and neurochemicals on cerebral processing, and the relation of these phenomena to health and behavioral medicine. (Prerequisite: One Level I Biology and one additional NSM course.)

255 Human Heredity. An examination of genetics in the human species, including the inheritance of ordinary traits, genetic diseases, and those complex attributes to which inheritance contributes, such as behavior. (Prerequisite: 101 or 110.)

MAJOR FIELD COURSES

101 General Biology I. Focuses on the unity of life: its biochemical and cellular makeup and functions, the acquisition and utilization of energy, and the storage and utilization of genetic information. Lecture-Laboratory. Lab fee.

102 General Biology II. Deals primarily with the plant world, and also with ecology: the diversity of plant life, photosynthesis, and interactions between organisms and between organisms and their environments. Lecture-Laboratory. (Prerequisite: 101 or consent of department.) Lab fee.

103 General Biology III. Deals primarily with the animal world, and also with evolution: the diversity of animals, maintenance of a steady state, and development. Lecture-Laboratory. (Prerequisite: 102 or consent of department.) Lab fee.

201 Mammalian Anatomy. Structure of the mammalian organism. Lecture-laboratory. Lab fee.

202 Mammalian Physiology. Function of the vertebrate organ systems with special emphasis on the human organism. Lecture-Laboratory. Lab fee.

209 Plant Growth and Development. Deals with developmental plant anatomy, and the factors which regulate the ontogeny of higher plants. (Prerequisite: Biology 103 or consent of instructor.) Lab fee.

210 Microbiology. Biology of microorganisms with special emphasis on bacteria. Lecture-Laboratory. Lab fee.

240 Biology of Macromolecules. The biological properties of proteins, nucleic acids, carbohydrates, and membranes. Course will emphasize the energetics, chemistry, and biosynthetic pathways of the major macromolecules in the cell. (Prerequisite: 103 or consent of instructor.) Lab fee.

250 Cell Biology. Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, microstructure and physiology. Lecture-Laboratory. (Prerequisite: 103 or consent of instructor.) Lab fee.

260 Genetics. Nature of genetic material and the manner of its expression, its mutability, and its significance with respect to organismal and species variation. Lecture-Laboratory. (Prerequisite: 103 or consent of instructor.) Lab fee.
290 **Topics in Biology.** Occasional courses offered at intermediate levels. See the schedule of classes for current offerings. (Prerequisite: Sophomore Biology standing.) 2 or 4 quarter hours.

300 **Psychobiology.** Fundamental concepts of the structure and function of the nervous and endocrine systems, and their interplay with genetics, nutrition and the external environment in the expression of overt behavior. Lecture only. (Prerequisite: Biology 103 or consent of instructor.)

305 **Biometry.** The design and analysis of experiments in the Biological Sciences. Laboratory will consist of computer assisted data reduction. (Prerequisite: Junior or Senior Biology standing.) Lab fee.

309 **Plant Physiology.** Functional and developmental aspects of plants, especially of vascular autotrophs. Lecture-Laboratory. (Prerequisite: Biology 250 and Chemistry 125 (or 175) or consent of instructor.) Lab fee.

310 **Vertebrate Physiology.** Function of vertebrate organ systems physiology of vertebrates. Lecture-Laboratory. (Prerequisite: Biology 250 and Chemistry 125 (or 175) or consent of instructor.) Lab fee.

311 **Principles of Microscopy.** Theory and usage of modern optical systems to determine properties of biological specimens. Lecture—Laboratory. (Prerequisite: Biology 250 or consent of instructor.) Lab fee.

312 **Topics in Comparative Physiology.** Introduction to the function and regulation of animal organ systems. Physiological mechanisms will be discussed in the context of the animal's environment and its level of evolutionary development. (Prerequisite: Biology 103 or consent of instructor.)

315 **Ecology.** Study of organismal interactions; and responses of individuals, populations and natural communities to their external environment. Lecture-Laboratory or Lecture only. (Prerequisite: 103 or consent of instructor.) Lab fee.

316 **Phycology.** Introduction to algae with emphasis on freshwater forms; taxonomy, morphology, ultrastructure, physiology, life histories. Lecture-Laboratory. (Prerequisite: Biology 103.) Lab fee.

317 **Aquatic Biology.** The study of biological, physical and chemical phenomena in fresh water and marine environments. Emphasis on organisms and their interactions. Lecture-Laboratory or Lecture only. (Prerequisite: Biology 103.) Lab fee.

330 **Developmental Biology.** Developmental phenomena of animals including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration. Lecture-Laboratory. (Prerequisite: 250 and 260 or consent of instructor.) Lab fee.

335 **Concepts in Evolution.** Study of continuity, change, and diversity in the living world. Lecture only. (Prerequisite: Junior/Senior Biology standing.)

340 **Neurobiology.** Introduction to the structure and function of vertebrate and invertebrate nervous systems. Lecture only. (Prerequisite: Biology 250, and Chemistry through organic or consent of instructor.)

350 **Animal Adaptations.** An introduction to the ecological concept of adaptation. Adaptation is defined and illustrated using specific animal examples. Discussion will focus on how these specializations in structure and function equip the animal for survival. (Prerequisite: Junior or Senior Biology standing or permission of the department.)

352 **Advanced Comparative Physiology.** Comparative and environmental approach to the function and regulation of vertebrate organ systems. Selected topics will be discussed in lecture/seminar format. (Prerequisite: Biology 310 or consent of instructor.)
Molecular Biology. Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-Laboratory. (Prerequisite: Biology 250, Biology 260 and Chemistry 125 (or 175), or consent of instructor.) Lab fee.

Topics in Molecular Biology. Discussion and seminars in selected areas. (Prerequisite: Biology 360 or consent of instructor.)

Developmental Toxicology. The toxic effects of exogenous chemicals, especially on the developing mammalian organism including the human. Laboratory project in experimental teratology. (Prerequisite: Junior or Senior Biology standing.) Lab fee.

Immunobiology. Basic factors governing immune phenomena and antigen-antibody reactions. Lecture-Laboratory or Lecture only. (Prerequisite: Junior/Senior standing or consent of instructor.) Lab fee.

Introduction to Endocrinology. Study of hormonal regulation in animals. Lecture-Laboratory or Lecture only. (Prerequisite: Biology 250, 260 and 310 or consent of instructor.) Lab fee.

Readings and Research. 1-4 quarter hours. (Prerequisite: consent of instructor and department.)

Special Topics. Occasional courses offered at an advanced level. See the schedule of classes for current offerings. (Prerequisite: Junior or senior Biology standing.) 2 or 4 quarter hours.

Independent Study. 1-4 quarter hours. (Prerequisite: consent of instructor and department.)
Avrom A. Blumberg, Ph.D., Professor and Chair

The Department of Chemistry has three fundamental responsibilities. They are (a) to provide the instruction and laboratory experience necessary for students who wish to make chemistry their livelihood or who wish to study for an advanced degree, (b) to provide the training necessary for students who wish to use chemistry as background in an allied profession, and (c) to contribute to the understanding of the nature and results of scientific exploration of physical reality by providing students not majoring in the subject with up-to-date instruction in the principles of chemistry and the methods of scientific inquiry.

In meeting these three responsibilities, the Department offers a standard concentration in the discipline and administers and contributes to interdisciplinary concentrations in Biochemistry and Environmental Chemistry. Students can also complete a concentration accredited by the American Chemical Society for which they will receive a Certificate of Merit. Many students who continue their studies in chemistry toward advanced degrees choose this concentration.

A Chemistry/Education program is also offered in cooperation with the School of Education to prepare students for a career in teaching science (including chemistry in junior high and secondary schools).

A pre-engineering program in chemical and petroleum engineering is also offered by the department.

FACULTY

Avrom A. Blumberg, Ph.D., Professor and Chair
Sharif U. Ahmed, Ph.D., Assistant Professor
Jurgis A. Anyssas, Ph.D., Associate Professor
Fred W. Breitbell, III, Ph.D., Professor
Sanat K. Dhar, Ph.D., Professor
Sara Steck Melford, Ph.D., Associate Professor
Edwin F. Meyer, Ph.D., Professor
Thomas J. Murphy, Ph.D., Professor
Robert L. Novak, Ph.D., Associate Professor
   (Joint Appointment with Biological Sciences)
William R. Pasterczyk, Ph.D., Professor Emeritus

Franklin S. Prout, Ph.D., Professor Emeritus

Yale University
Auburn University
Illinois Institute of Technology
University of Cincinnati
Wayne State University
Northwestern University
Northwestern University
Iowa State University
University of Delaware
Loyola University,
 Stritch School of Medicine
Vanderbilt University
Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Chemistry. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 1 course chosen from among Interdisciplinary Studies 220, 221, 222, 230, Physics 205, Mathematics 301 or Chemistry 222.

In addition, the Department of Chemistry recommends that students who are seeking accreditation by the American Chemical Society fulfill their language requirement in German in the Liberal Studies Program. The three required German language courses may be substituted for one Level II course in each of the Divisions of Humanities, Philosophy and Religion, and Behavioral and Social Sciences. (For further information on the Modern Language Option of the Liberal Studies Program, consult page 11 of the Bulletin.)

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

Chemistry: 111 General and Analytical Chemistry I (or 131 General Chemistry I); 113 General and Analytical Chemistry II (or 133 General Chemistry II); 115 General and Analytical Chemistry III; 127 Quantitative Analysis; 171 Mechanistic Organic Chemistry I (or 121 Organic Chemistry I); 173 Mechanistic Organic Chemistry II (or 123 Organic Chemistry II); 175 Mechanistic Organic Chemistry III (or 125 Organic Chemistry III); 210 Physical Chemistry I; 211 Physical Chemistry II; 215 Physical Chemistry III; 261 Instrumental Analysis.

Physics: 170 University Physics I; 171 University Physics II; 172 University Physics III.

Mathematics: 160 Calculus for Mathematics and Science Majors I; 161 Calculus for Mathematics and Science Majors II; 162 Calculus for Mathematics and Science Majors III.

I. Standard Concentration

Common Core in Chemistry, Physics, and Mathematics plus: Chemistry 321 Intermediate Inorganic Chemistry; one course from among the following 265 Air Chemistry, 267 Water Chemistry of Natural Systems, or 325 Solid Waste Chemistry. In addition, a student must take seven courses selected in consultation with the chairman.

American Chemical Society Accreditation

For the Standard Concentration to be accredited by the American Chemical Society and for the students to be eligible to receive a Certificate of Merit, they must complete the following additional requirements:
Chemistry: 312 Quantum Chemistry; 356 Spectral Interpretation; and two four-quarter hour chemistry courses numbered above 300.

Mathematics/Physics: Mathematics 260 Multivariable Analysis and Linear Algebra I; and any two courses from Mathematics 261 Multivariable Analysis and Linear Algebra II; Physics 270 University Physics IV, Physics 393 Mathematics for Physical Scientists I, and Physics 394 Mathematics for Physical Scientists II.

In addition the American Chemical Society recommends that students take one year of German and/or establish proficiency in computer programming. Students who wish to do so should take the following courses:

German: 101 Basic German; 102 Basic German; and 103 Basic German. (Students are placed within this sequence on the basis of their high school language background. See the Modern Languages section of this Bulletin for the placement guide.) Students can receive Liberal Studies credit for these courses.

Computer Science: 149 Introduction to Computer Science Using BASIC or 205 FORTRAN Programming or equivalent.

Pre-Engineering Curricula in Chemical and Petroleum Engineering

Two curricula in pre-engineering are offered at DePaul University: (1) a five-year program encompassing three years of study at DePaul and two years at a cooperating School of Engineering leading to a Bachelor of Arts degree granted by DePaul University and the Bachelor of Engineering degree granted by the engineering school or (2) a program including two years at DePaul and completion of the degree at the engineering school. With the latter option, the student does not get a degree from DePaul University but does benefit from the high faculty:student ratio in the science departments.

DePaul has cooperative agreements with a number of engineering schools, including the University of Illinois at Urbana (3 years at DePaul), the University of Notre Dame (3), the University of Southern California (3), the University of Detroit (3 or 2), the University of Illinois at Chicago (3 or 2), Northwestern University (3 or 2), Iowa State University (3 or 2), and Ohio State University (3 or 2). A student transferring to the University of Detroit gains valuable on-the-job training from its three year "cooperative work/study" engineering program.

The pre-engineering programs in Chemical and in Petroleum Engineering are administered by the Chemistry Department while all others are offered through the Physics Department.

Further information and counselling for entering students can be obtained from the Chemistry Department chairman.

II. Biochemistry Concentration

Common Core in Chemistry and Mathematics plus: Chemistry 340 Biochemistry I; 342 Biochemistry II; 344 Biochemistry III; 341 Experimental Biochemistry I.

Biology: Three four-quarter hour courses selected in consultation with the chairman of the Departments of Biological Sciences and Chemistry.

Physics: Either the sequence of core courses 170, 171, and 172 or 150, 151, and 152.

Electives: To be selected in consultation with the chairman of the Departments of Biological Sciences and Chemistry.

III. Environmental Concentration

Common Core in Chemistry, Physics and Mathematics plus: Chemistry 265 Air Chemistry; 267 Water Chemistry of Natural Systems; 269 Industrial Chemical Hazards; 321 Intermediate Inorganic Chemistry; 325 Solid Waste Chemistry; and 356 Spectral Interpretation.

Geography: 225 Weather, Climate, and Man, or equivalent.
Computer Science: 149 Introduction to Computer Science Using BASIC or 205 FORTRAN Programming or equivalent.
Electives: To be selected in consultation with the chairman of the Chemistry Department.

IV. Teacher of Chemistry Secondary Level

In cooperation with the School of Education, the Department of Chemistry offers a concentration of study which combines the requirements for a major in Chemistry with certification for teaching chemistry at the junior high, middle, and senior high school levels. A student electing such a program should consult the Chemistry Department chairman and the School of Education Counselor as soon as possible after entering DePaul.

V. Concentration in Science Related Allied Fields

For students who desire a B.S. in Chemistry with a minor in a field such as marketing, patent law, criminology, education, clinical chemistry, technical writing, or who plan to obtain a Master’s degree in Business Administration, the curriculum will be tailored to the individual requirements with the aid of the student’s departmental advisor. Typically, 52 quarter hours in chemistry, 12 quarter hours in physics, and 12 quarter hours in calculus should be completed. The student has 36 quarter hours (9 courses) in which to develop an allied specialty or to earn a double major in Physics, Mathematics or Biology.

SPECIAL PROGRAMS

Master of Science Degree Program

Students planning to integrate a B.S. and M.S. degree program at DePaul University should inquire of the chairman of the Department of Chemistry as undergraduate juniors whether they can begin studies in the Graduate School that are applicable toward a master’s degree.

Chemistry Minor

A student wishing to obtain a minor in chemistry must take seven courses in the department from among the following: Chemistry 111 (or 131), 113 (or 133), 115, 127, 171 (or 121), 173 (or 123), and any one of 210, 265, 267 or 340.

SEQUENCING AND PREREQUISITES

Students should begin their General Chemistry, Physics, and Calculus sequences in their Freshman year, provided they have an adequate mathematics background. The Organic Chemistry sequence and Quantitative Analysis should be taken in the Sophomore year and the Physical Chemistry sequence in the Junior year. Students with weaker mathematics backgrounds should remove their deficiencies in the first year and take Calculus and General Physics one year later than suggested above. Advanced courses in Chemistry may be taken as soon as students have met the appropriate prerequisites.

Students in Biochemistry should take General Biology (Bio. 101, 102, 103) in their Freshman or Sophomore years and Biochemistry after they have completed both the General Biology and Organic Chemistry sequences (Chem. 175 or 125).

Since the Common Core in Chemistry, Calculus, and Physics is particularly demanding in the first two years, students should take the majority of their Liberal Studies courses in their Junior and Senior years. This is necessary so that students have the necessary prerequisites for advanced courses. Only Common Studies should be expected to be completed in the Freshman year.
Courses

All courses carry 4 quarter hours of credit unless otherwise specified. All odd numbered courses, except 399, include a laboratory and are assessed a laboratory fee and a breakage deposit.

GENERAL TOPICS

102 Atoms and Molecules. Development of the basic concepts of chemistry and discussion of some applications of chemical methods to the study of nature and the modification of the circumstances of human beings. For non-science majors. (Students who have had a year of chemistry in high school should consider taking Chemistry 111 instead of Chemistry 102 for Level I NSM credit.)

105 Chemistry and Technological Society (Honors). Quantitative development of the concepts of chemistry in theory and in laboratory, and its applications and contemporary issues in technology and science.

GENERAL AND INORGANIC CHEMISTRY

104 Modern Chemistry I. Quantitative development of the basic concepts of chemistry and applications of chemistry to industrial and/or natural process. (Prerequisite: Business Mathematics 125 or Mathematics 130 or placement by the Mathematics Diagnostic Test.)

106 Modern Chemistry II. Continuation of Chemistry 104.

109 General Chemistry. Comprehensive one quarter course for health, and related, professions. (Prerequisite: Mathematics 101 or equivalent.)

111 General and Analytical Chemistry I. Introductory course for science majors emphasizing inorganic chemistry and chemical principles governing behavior of matter. (Replaces Chemistry 117. Prerequisite: Mathematics 101.)

113 General and Analytical Chemistry II. Continuation of 111 including more advanced inorganic and physical chemical concepts in lecture and an introduction to quantitative analysis in laboratory. (Replaces Chemistry 119. Prerequisite: 111.)

115 General and Analytical Chemistry III. Continuation of 113 including equilibrium and descriptive chemistry in lecture and quantitative and qualitative analysis in aqueous solutions. (Prerequisite: 113 or 133.)

131 General Chemistry I. Rigorous introductory course emphasizing basic physical and inorganic chemistry. (Corequisite: Mathematics 160 or consent.)

133 General Chemistry II. Continuation of Chemistry 131. (Prerequisite: 131 or 111 with consent.)

321 Intermediate Inorganic Chemistry. Lecture and laboratory course emphasizing synthesis, structure and reactions of metal ligand compounds of general and biological interest. (Prerequisite: 125 or 175, 210 or consent; 312 strongly recommended.)

SPECIAL TOPICS

200 Problems in Technological Society: Environment and Pollution. A discussion from the technological point of view of the origins, the effects, and the control of environmental pollutants. (Prerequisite: Chemistry 102 or equivalent.)
204 **Drugs, Chemicals, and Living Systems.** A discussion of the molecular basis of the interaction of specific chemical compounds (chiefly pharmaceuticals and drugs) with living organisms. (Prerequisite: Chemistry 102; or equivalent and consent of instructor.)

206 **Resources in a Technological Society.** (cross-listed as Physics 207) A study of one or more resource problems of our society such as food, minerals and energy; the importance, availability and need of each resource and its relationship to modern technology. (Prerequisite: Completion of Level I NSM requirements.)

220 **Industrial Chemistry.** Discussion of the chemistry of selected industrial processes used in the manufacture of chemicals of great interest.

222 **National Security: Its Science and Technology** (cross-listed as Physics 222). A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. (Prerequisite: Any level I NSM course.)

224 **The Atmosphere and the Oceans** (cross-listed as Physics 201). A study of the atmosphere, the earth, and the oceans; their interactions; ecology and pollution. (Prerequisite: Either Physics 101 or 150 or a Level I Biology or Chemistry course.)

300 **Forensic Science.** The application of modern science to problems in criminology, evidence, art and archaeology.

**ANALYTICAL CHEMISTRY**

127 **Quantitative Analysis.** Use of the quantitative nature of chemistry to solve practical problems of analysis in lecture and laboratory. (Prerequisite: 115.)

147 **Analytical Techniques.** Lecture and laboratory course involving quantitative chemical analysis. (Prerequisite: 115.)

167 **Techniques in Clinical Chemistry.** Lecture and laboratory course on analytical techniques in the clinical laboratory. (2 quarter hours.) (Prerequisite: 127 or 147; 121 or 171; or consent.)

261 **Instrumental Analysis.** Lecture and laboratory course dealing with the use of modern instrumentation in chemical analysis. (Prerequisite: 215.)

356 **Spectral Interpretation.** Organic structure determination through the interpretation of spectral information. (Prerequisite: 125 or 175, 261, or consent.)

**ORGANIC CHEMISTRY**

121 **Organic Chemistry I.** Chemistry of carbon compounds, especially aliphatic monofunctional types. (Prerequisite: 115.)

123 **Organic Chemistry II.** Continuation of Chemistry 121. The emphasis is on the chemistry of aromatic and carbonyl-compounds and spectroscopy. (Prerequisite: 121.)

125 **Organic Chemistry III.** Continuation of Chemistry 123. Chiefly the chemistry of the compounds necessary for life—carbohydrates, lipids, proteins, and nucleic acids. (Prerequisite: 123.)

171 **Mechanistic Organic Chemistry I.** Introduction to organic chemistry: Stereochemistry, free radical substitution and electrophilic addition. (Prerequisite: 115.)

173 **Mechanistic Organic Chemistry II.** Aromaticity and electrophilic and nucleophilic substitution. (Prerequisite: 171.)

175 **Mechanistic Organic Chemistry III.** Carbanions and the preparation and reactions of many organic compounds including those of biological interest. (Prerequisite: 173.)

199 **Accelerated Chemistry Sequence.** Variable credit for summer organic chemistry, with laboratory and/or lecture.
PHYSICAL CHEMISTRY

210 Physical Chemistry I. Thermodynamics: Concepts of heat, work and energy; meaning of enthalpy, free energy and entropy; reaction and phase equilibrium; dependence of thermodynamic properties on temperature and pressure. (Prerequisite: 115; Mathematics 162; or consent.)

211 Physical Chemistry II. Thermodynamics continued; electrochemistry, transport processes and crystal structure. (Prerequisite: 147 or 127: 210.)

215 Physical Chemistry III. Surface chemistry, statistical thermodynamics, kinetics. (Prerequisite: 211.)

312 Quantum Chemistry. Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. (Prerequisite: 211 or consent.)

ENVIRONMENTAL CHEMISTRY

265 Air Chemistry. Chemical interactions of air pollutants and our natural gaseous environment. Laboratory: analysis of ambient air pollutants. (Prerequisite: 127 or 147.)

267 Water Chemistry of Natural Systems. The chemistry of natural water systems, and the effects of man on the chemistry of those systems. Laboratory: analysis of contiguous waterways. (Prerequisite: 127 or 147.)

269 Industrial Chemical Hazards. Sources, effects, analysis and control of hazardous dusts, gases, solvents, metals and biological substances in the industrial environment. Laboratory: Analysis of toxic gases in air. (Prerequisite: 127 or 147 and 125 or 175.)

325 Solid Waste Chemistry. Fundamental chemical processes involved in the processing of solid wastes; high temperature chemistry. (Prerequisite: 210.)

BIOCHEMISTRY

228 Medical Biochemistry. An introduction to the molecular basis of disease. (Prerequisite: 106 or 111.)

340 Biochemistry I. The first in a three course sequence covering most aspects of modern biochemistry and molecular biology. (Prerequisite: 125 or 175.)

341 Experimental Biochemistry I. Techniques for characterizing proteins, nucleic acids, polysaccharides and lipids. (Corequisite: 340.) Two quarter hours. (Offered in Fall quarter of even-numbered years.)

342 Biochemistry II. Continuation of Course 340. (Prerequisite: 340.)

343 Experimental Biochemistry II. Selected experiments in enzymology, cell membrane structure, and in molecular, viral, bacterial and animal genetics. (Prerequisite: 341.) Two quarter hours. (Offered by arrangement.)

344 Biochemistry III. Continuation of course 342. Cross-listed with Chem. 440. (Prerequisite: 342.)

ADVANCED STUDY

385 Advanced Chemical Techniques. This is a laboratory course which may be in the fields of analytical, biochemical, inorganic, organic or physical chemistry. This course may be repeated for credit if topic is different. 2 quarter hours. (Prerequisite: consent of chairman.)
Seminar. Formal and/or informal discussions on topical subjects in chemistry. Variable credit. This course may be repeated for credit. (Prerequisite: consent.)

Research. Acquiring skills in library and laboratory chemical research techniques. Variable credit (Prerequisite: consent.)

Independent Study. Expanding one's knowledge in chemistry on an informal basis by individual consultation with department faculty. Variable credit (Prerequisite: consent.)
Clinical Laboratory Science (Medical Technology)

Administered through the Department of Biological Sciences, the Clinical Laboratory Science (CLS) program of studies is nearly identical to the standard Biological Sciences concentration, except that both Biology 310 and 370 are required. The student takes 12 courses in the Biological Sciences, a minor (2 years) in Chemistry, a year of Physics, a year of Calculus, and courses in Computer Science and Statistics. Upon completing the requirements for the baccalaureate, the student spends one year in an internship at a medical center or hospital associated with DePaul University.

Successful completion of National Board Examinations (administered by the American Society of Clinical Technologists) permits the graduate to practice as a Clinical Laboratory Scientist in all 50 states. The student may also continue graduate studies in CLS to earn a doctoral degree.

PROGRAM COMMITTEE
Sidney L. Beck, Ph.D., Chair (Biological Sciences) Brown University
Dolores J. McWhinnie, Ph.D., Program Director Marquette University

Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 14 courses distributed through 4 divisions as part of their Bachelor of Science in Biological Sciences. For information concerning the purposes and curriculum of the Liberal Studies Program, including a list of approved courses, consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).
Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).
Philosophy and Religion: 4 courses (2 Level I and 2 Level II).
Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).
Natural Sciences and Mathematics: 1 Level II Liberal Studies course in Chemistry, Computer Science, Mathematics or Physics.
PROGRAM REQUIREMENTS

I. Standard Concentration

Biological Sciences: 101 General Biology I; 102 General Biology II; 103 General Biology III; 210 Microbiology; 250 Cell Biology; 260 Genetics; 310 Vertebrate Physiology; 330 Developmental Biology; 370 Immunobiology; and three additional Biology courses, one of which must include a laboratory. (Biology 110, 111, 112; 202, 205, 206, 208, and 255 do not generate credit toward the major.)

Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II; 115 General and Analytical Chemistry III; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III; 127 Quantitative Analysis. (Unless special permission is granted by the Biology Department, students are required to take the first-year chemistry courses simultaneously with Biology 101, 102, and 103.)

Physics: 150 General Physics I; 151 General Physics II; and 152 General Physics III.

Note: In place of the above-specified Chemistry and Physics courses, students may take comparable sequences of courses designed for Chemistry and Physics majors, respectively. Also in lieu of Physics 150, 151 and 152, students may take Physics 155 and 156, offered summers only.

Mathematics/Computer Science/Psychology: Mathematics 150 Calculus I; Mathematics 151 Calculus II; Mathematics 152 Calculus III (or Mathematics 160, 161, and 162 or Mathematics 170, 171, and 172); one computer course: Computer Science 149 Programming with BASIC, and one statistics course: Biology 305 Biometry; Mathematics 242 Elements of Statistics; 348 Applied Statistical Methods I; or Psychology 240 Introductory Statistics for the Behavioral Sciences.

Students may be advised on the basis of their performance on the Mathematics Diagnostic test to take one or more pre-calculus courses.

SEQUENCING

Since programs in the Biological Sciences tend to be structured, it is useful for students to take courses in sequence. Students should begin with the General Biology and Basic Chemistry sequences. These are prerequisite to Cell Biology, Genetics, and Organic Chemistry, which should preferably be taken in the Sophomore year. Since calculus is required, students should also begin their study of mathematics as soon as possible, preferably prior to their Junior year, so that they can be adequately prepared for the General Physics sequence, best taken in the Junior year. While the Departmental advisors can help individual students plan alternatives if necessary, especially for transfer students, the sequence presented above is highly recommended and most likely to be completed in a timely fashion.

The predominance of chemistry and biology sequences in the Freshman and Sophomore years generally dictates that, with the exception of Common Studies, the majority of Liberal Studies courses be postponed until the Junior and Senior years. Students should therefore take fewer Liberal Studies courses in the first two years, concentrating instead on major field requirements which are prerequisites to upper division courses. Students will complete their post-graduate (fifth year) internship at an associated hospital school of medical technology.
The College of Liberal Arts and Sciences offers a course of studies leading to the degree of Bachelor of Arts in Communication. The program explores effective communication in interpersonal, small group, public, organizational, intercultural, performance, and media contexts. Through a blend of theory and practice, students are encouraged to think, speak, and write clearly; to develop confidence and ability as ethical communicators; to view communication events from multiple perspectives; to analyze and evaluate variables operating in verbal transactions; to develop an aesthetic awareness of the ways language and performance achieve artistic ends; to probe the basic problems of human communication in order to understand self, others, and events; and to recognize the connections between communication studies and other disciplines.

The Communication department serves students whose professional goals are in mass communication and media studies including journalism, film, advertising, public relations, and radio/television; those who plan to pursue careers in communication, education, linguistics, or business; and those who seek advanced study in areas such as law.

The department provides both an introduction to the broad field of communication and opportunities for more intensive study in a specialized area. The communication major contains three different concentrations: language and culture, communication studies, and media studies. There is also a minor in communication. The department offers an internship program through which majors can gain experience in professional settings ranging from public agencies to businesses and media organizations. The department offers a varsity debate program and also sponsors the university radio station, WRDP.

**FACULTY**

Jacqueline Taylor, Ph.D., Associate Professor and Chair  
Kelley Chrouser, Ph.D., Assistant Professor  
Richard deCordova, Ph.D., Associate Professor  
Bruce Evensen, Ph.D., Assistant Professor  
Richard Garlick, Ph.D., Assistant Professor  
Donald Martin, Ph.D., Associate Professor  
Jill O'Brien, Ph.D., Associate Professor  
Susan Ohmer, M.A., Instructor  
Barbara Speicher, Ph.D., Assistant Professor  
Steve Whitson, Ph.D., Assistant Professor  
Sarah Wortman, M.F.A., Assistant Professor

University of Texas, Austin  
University of Nebraska, Lincoln  
University of California, Los Angeles  
University of Wisconsin, Madison  
Michigan State University  
University of Texas, Austin  
University of Illinois, Urbana  
New York University  
Northwestern University  
University of Pittsburgh  
Northwestern University
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Communication. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 3 courses in the Departments of English, Art, Music, or Theatre (3 Level I courses in different departments).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 4 courses in the Departments of Political Science, Geography, Psychology, Sociology, or Economics or other departments designated by the Division (3 Level I courses in different departments and 1 Level II course).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

PROGRAM REQUIREMENTS

Communication Major

The major consists of a seven course common core, three courses in one concentration area, and three electives. One of the electives must be a 300-level Communication course. Two of the electives may be 200 or 300-level classes in Communication.

Common Core

Seven core courses are required in Communication. Students are encouraged to complete four core courses prior to taking additional coursework in the major: 202 Introduction to Linguistics; either 211 Interpersonal Communication or 212 Small Group Communication; 220 Public Speaking; and 230 Performance of Literature. The three remaining core courses, 291 Introduction to Communication Research; 346 Culture and Media; and 360 Communication Theory, may be taken at any time after finishing the first four introductory courses.

I. Language and Culture

A common core is required plus three courses from 302 Grammar and Usage; 304 Multicultural Communication in the U.S.A.; 305 Sociolinguistics; 306 The Sounds and Structure of Language; 307 Applied Linguistics; 310 Discourse Analysis; 321 Rhetorical Criticism; 323 Rhetoric of Oppression and Resistance; 328 Classical Rhetoric; 329 Persuasion; 330 Topics in Performance; 336 Film and Literature; 361 Gender and Communication or 391 Special Topics (when topic relates to concentration). Also one additional 300-level Communication course and two 200-level or above Communication courses are required.

II. Communication Studies

A common core plus three courses from 310 Discourse Analysis; 311 Advanced Interpersonal; 322 Advanced Public Speaking; 323 Rhetoric of Oppression and Resistance; 327 Argumentation and Debate; 329 Persuasion; 330 Topics in Performance; 344 Advertising; 351 Organizational Communication; 352 Communication and Corporate Culture; 354 Interviewing; Variable Topics; 355 Public Relations; 361 Gender and Communication; 391 Special Topics (when topic relates to concentration). Also one additional 300-level Communication courses and two 200-level or above Communication courses.
III. Media Studies
A common core plus three courses from 336 Film and Literature; 339 Introduction to Radio Production; 340 Broadcast Journalism; 341 Radio Production; 342 History of Broadcasting; 343 History of Journalism; 344 Advertising; 345 Editing; 347 Mass Media Criticism; 348 Film Genres; 349 Topics in Film History; 354 Interviewing (journalism topic only); 355 Public Relations; 371 Video Workshop 1; 372 Video Workshop 2; 375 Mass Media and the Law; 377 Journalism; 379 Feature Writing; 391 Special Topics (when topic relates to concentration). Also two additional 300-level Communication courses and one 200-level or above course in English or Communication.

ALLIED FIELDS
All Communication majors are required to take either English 300 Composition and Style or English 301 Writing in the Professions. A total of six courses outside the Communication Department elected by the student in consultation with an advisor comprises the allied fields requirement. Students may fulfill allied field requirements with a minor. Otherwise they should select courses related to career or disciplinary interests. For example, students preparing for professions in business-related communication fields might elect a series of six to ten courses in business. The specific courses as approved by the advisor should aim for breadth and general knowledge about the world of business. Students preparing for a law career should choose courses in the prelaw program. Students interested in journalism or media careers could take coursework in other departments in order to develop a broad understanding of culture, society, and aesthetics. Students planning to teach at the elementary or secondary level should contact the School of Education for the certification requirements operative in the city, township, district or state in which they wish to work. Courses should be selected with specific certification criteria in mind.

SPECIAL PROGRAMS OR REQUIREMENTS
Internship Credit
The department sponsors an internship program through which students gain academic credit and practical experience in a professional setting. Students may enroll in CMN 392, Communication Internship, only after receiving approval from a departmental advisor and after applying and being accepted for an internship. An individual may participate in several internship experiences by repeating the application procedure in subsequent terms; however, only four quarter hours of internship credit may apply toward fulfillment of requirements in the major. A maximum of 16 hours of internship and communication practicum credit can be applied to degree requirements. Internship credit may not be applied to allied fields requirements.

Minor in Communication
A total of six courses constitutes a minor in Communication. The six course sequence may be structured in two ways: (1) complete six core courses: CMN 211 or 212, CMN 202, CMN 220, CMN 230, CMN 360, CMN 346 or (2) choose three courses from the core and three courses from one concentration.

Radio
The department manages WRDP, the campus radio station. Students may earn up to eight credit hours (four in the major) for radio production by enrolling with instructor's permission in CMN 393, Communication Practicum.

Varsity Debate
Students who want to participate in varsity debate should take CMN 327 Argumentation and Debate. Up to four credits may be earned for varsity debate participation by enrolling, with instructor's permission, in CMN 393 Communication Practicum.
All courses carry 4 quarter hours credit except CMN 393 Communication Practicum which may be taken for two credits.

202 **Introduction to Linguistics.** A review of topics in linguistics centered on the structure, purpose and use of language in modern society. Includes dialect study, language acquisition, language and culture.

203 **Cross Cultural Communication.** A review of the factors which influence cross cultural communicative practices and problems. Explores theoretical and practical approaches to the field. Includes discussion of the role of non-verbal communication, beliefs, and values.

206 **Introduction to Film.** An overview of the history of film and an introduction to the language of film analysis and criticism; viewing and discussion of a wide range of movies from different eras and traditions. Lab for film viewing.

211 **Interpersonal Communication.** An introduction to the factors that shape communication between two people. Topics include self-concept formation, perception, message formulation, verbal and nonverbal communication, active listening, and defensiveness.

212 **Small Group Communication.** A survey of the variables operating in group interactions. Combines principles with practice through participation in small group experiences. Topics include group formation, group formats, organizational approaches, decision-making models, group observation and evaluation.

220 **Public Speaking.** Introduction to the skills required in a variety of public speaking settings. Includes units on delivery, language, defining speech purposes and content, finding supporting material, organization, and audience analysis. Background in basic writing and library skills is necessary.

230 **Performance of Literature.** Introduction to the communication of literature through oral interpretation. Involves critical analyses of selected literary works and preparation for short performances.

275 **Introduction to Journalism.** An introduction to newspaper journalism. Instruction and practice in writing and reporting news stories. Students will learn the skills needed to become better communicators and to understand the news in the world around them.

291 **Introduction to Communication Research.** A survey of the products and methods of historical-critical, descriptive, and quantitative research in communication. Topics covered include the nature and purposes of research, computerized data base searching, research design, and common statistical tests. Prepares students to be more perceptive readers of communication research.

302 **Grammar and Usage.** A review of the history of correctness in language and grammar, with emphasis on improving mastery of rules of usage.

304 **Multicultural Communication in the U.S.A.** An examination of communication within and between linguistic communities in the United States. Focus will be on the relations between language use and social institutions such as the family, the community, the media, and the educational system.

305 **Sociolinguistics.** Examines the use of language in different cultural settings. Course focuses on social factors such as age, ethnicity, gender, power, and socio-economic status. (Prerequisite: 202 or instructor's permission.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>306</td>
<td>The Sounds and Structure of Language</td>
<td>An introduction to the theories and techniques utilized by formal linguists to analyze language. Topics analyzed include sounds, structure, and word order in a variety of languages. Modern theoretical models from Generative Linguistics will be used.</td>
</tr>
<tr>
<td>307</td>
<td>Applied Linguistics: Variable Topics</td>
<td>An examination of the application of linguistic theories to various specializations in linguistics. Course focuses each term on one particular area such as language acquisition, neurolinguistics, or language and cognition.</td>
</tr>
<tr>
<td>310</td>
<td>Discourse Analysis</td>
<td>An analytical examination of the ways in which people locate meaning, cooperate, coordinate, and find coherency in conversations.</td>
</tr>
<tr>
<td>311</td>
<td>Advanced Interpersonal Communication</td>
<td>Variable Topics. Provides an opportunity for students to study selected topics in interpersonal communication at a more advanced level. Topics may include health communication, relational communication, nonverbal communication, conversation analysis and theories of interpersonal communication. (Prerequisite: 211.)</td>
</tr>
<tr>
<td>321</td>
<td>Rhetorical Criticism</td>
<td>Instruction in the analysis of public discourse. Aesthetic, pragmatic, and ethical criteria are applied to great orations in American history. Promotes a critical awareness of the role that oratory plays in shaping the social and political agenda. Equal attention given to theory and application. Previous coursework in classical rhetoric, history, politics, and literature recommended.</td>
</tr>
<tr>
<td>322</td>
<td>Advanced Public Speaking</td>
<td>Analyzes theories and develops skills required in persuasive speaking situations. This course is an extension of the public speaking class (CMN 220) and explores in greater detail than the first course the analysis of audiences, sources of resistance to persuasion, and appropriate logical and psychological strategies for persuasive speeches. (Prerequisite: 220 or equivalent.)</td>
</tr>
<tr>
<td>323</td>
<td>Rhetoric of Oppression and Resistance</td>
<td>Rhetorical analysis of the ways in which we can resist the dominant discourse of oppression; topics covered may include the rhetoric of racism, sexism, antisemitism and homophobia.</td>
</tr>
<tr>
<td>327</td>
<td>Argumentation and Debate</td>
<td>Introduction to the skills involved in argumentative discourse with a focus on debating. Instruction is given in logical analysis of problems and solutions, the evaluation of evidence in different contexts and strategies of refutation. Required for participation in the debate program. (Prerequisite: 220 or permission of instructor.)</td>
</tr>
<tr>
<td>328</td>
<td>Classical Rhetoric</td>
<td>An introduction to the origins of rhetoric; the art of persuasion. Places the study of rhetoric within the context of Greek and Roman society. Introduces students to the ideas of Aristotle, Plato, The Sophists, Cicero, and Quintilian. Includes the study of great speakers of antiquity such as Pericles, Demosthenes, and Isocrates.</td>
</tr>
<tr>
<td>329</td>
<td>Persuasion</td>
<td>Explores the major theoretical assumptions of persuasion research from antiquity to the present; promotes a critical understanding of the components of persuasive discourse.</td>
</tr>
<tr>
<td>330</td>
<td>Topics in Performance</td>
<td>Additional work in performance studies. Topics might include group performance, racial-ethnic literature, storytelling, short fiction, poetry, literature for radio/tv, etc. (Prerequisite: 230.)</td>
</tr>
<tr>
<td>336</td>
<td>Film and Literature: Variable Topics</td>
<td>Compares and contrasts film and literature through study of selected works. Focus may be on narrative representations, film adaptations of literature, works by women, melodrama, etc. Lab for film viewing. (Prerequisite: 206 or English 120.)</td>
</tr>
</tbody>
</table>
Introduction to Radio Production. Introduces students to the principles and practices that constitute effective radio communication and to the skills necessary for using radio production equipment. Involves hands-on experience in the radio production facility.

Broadcast Journalism. Introduction to the production and performance skills of broadcast journalism. Training in the look and sound of broadcast performance and the techniques which make quality work in broadcasting possible.

History of Broadcasting. A history of broadcasting from the birth of radio to the rise of cable TV; viewing, analysis and criticism of significant and representative programming.

The History of Journalism. A review of the history, theory, and criticism of printed materials in America; how print media reflect and affect people and events in society. Examines audiences, appeals, trends, and credibility of selected print sources.

Advertising. Examines the construction and implementation of an advertising campaign from the assessment of client needs through completion of the finished project. Analysis of successful advertisements and exposure to contemporary theory complements practical experience gained through completion of course projects.

Editing. Introduces students to basic editing and publishing procedures, including proof-reading, copy-editing, and layout for different types of publications (newsletters, brochures, periodicals, and books).

Culture and Media. An introduction to theories of the relations between pictorial media and society. Examination of advertising imagery and television imagery in light of these theories.

Mass Media Criticism: Variable Topics. The analysis and criticism of one particular genre of television programming: (e.g. situation comedy, news, soap opera) using a variety of critical methods. (Prerequisite: CMN 346.)

Film Genres: Variable Topics. Examination of different theories of film genre with a focus on one particular genre: the musical, melodrama, detective film, science fiction film, documentary, comedy and western. Lab for film viewing required. (Prerequisite: 206 or instructor’s permission.)

Topics in Film History. Examination of a particular era of film history or national cinema. Topics include American Films of the 1930’s, History of French Film, New German Cinema, feminist film, etc. Lab for film viewing. (Prerequisite: 206 or instructor’s permission.)

Organizational Communication. Assesses the effect of organizational culture, climate, and managerial philosophy on interpersonal, small group, and public communication in organizations. Examines methods for identifying and solving communication problems in organizations.

Communication and the Corporate Culture. Focuses on the communicative implications of such cultural elements as: values, heroes, rites, rituals, symbolism and storytelling. Analyzes and presents ways of adapting to the diverse components of a culture.

Interviewing: Variable Topics. Studies theory and practice of interviewing. Course focuses each term on a particular interview application (journalistic, employment, research, etc.) and examines strategies appropriate for interviewer and interviewee. Covers planning, conducting, and evaluating interviews as well as pertinent legislation.

Public Relations. Analysis of contemporary theory, exposure to and implementation of methods of public relations practice. Through class projects students will learn to plan and develop a successful campaign and critically analyze public relations programs.
360  **Communication Theory.** Explores four major theoretical models in communication and criteria for their evaluation. (Prerequisite: 211, 212, or instructor's permission.)

361  **Gender and Communication.** A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, and perceptions of the sexes generated through language and communication.

371  **Video Workshop I.** An introduction to small format video production. Emphasis will be on composing for the video frame and editing strategies. (Prerequisite: 346.) (Laboratory fee.)

372  **Video Workshop II.** Continued training in the use of small format video equipment. Covers microphones, sound mixing and editing, lighting and the special effect generator. (Prerequisite: 346 and 371. Laboratory fee.)

375  **Mass Media Law.** Provides students with a thorough foundation in the legal and ethical aspects of mass media. Intended to heighten student awareness of the personal responsibilities inherent in communication through the mass media, as well as giving them a sense of what the courts require of communicators and why they require it.

377  **Journalism: Variable Topics.** Focuses on a specific topic related to the field of journalism. Included might be such topics as media law, media ethics, editorial writing, and newsroom management. See schedule for description of current topic.

379  **Featurewriting.** Development of techniques and skills essential to writing about factual events, people, or situations with a feature approach. Students will receive instruction in areas including description, original approach, detail, storytelling, and applying fiction techniques to the telling of facts.

391  **Special Topics.** See schedules for current offerings.

392  **Communication Internship.** Placement of students in business or industry internships. Includes advertising, public relations, journalism, radio and television positions. Program open to Communication majors who must apply for acceptance and meet admission requirements. (Prerequisite: Junior Standing.)

393  **Communication Practicum.** Structured and supervised student participation in collegiate debating, or solo or group presentations for various audiences. Includes practical experience in research, rehearsal, and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. (Prerequisite: Instructor's permission.)

399  **Independent Study.** (Written permission of supervising faculty member and of the departmental chair is necessary before registration.)
Computer Science

Helmut Epp, Ph.D., Associate Professor and Chair

The Department of Computer Science offers a course of studies leading to the degree of Bachelor of Science in Computer Science. The purpose of the curriculum is to prepare the student with the requisite theoretical, technical, and practical knowledge for a professional career in various computer or computer related fields. The department offers the student the choice of three study concentrations: Computer Science, Data Analysis, and Computer Information Systems. Each develops an informed view of the relationship between computer science and its allied fields while equipping the student with the technical expertise necessary to enter a computer-related career.

FACULTY

Helmut Epp, Ph.D., Associate Professor and Chair
L. Edward Allemand, Ph.D., Professor
Gary Andrus, Ph.D., Associate Professor
Gregory Brewster, M.S., Instructor
Joseph Chan, Ph.D., Lecturer
Susy Chan, Ph.D., Associate Professor
Olivia Chang, Ph.D., Assistant Professor
Hon-Wing Cheng, M.S., Instructor
I-Ping Chu, Ph.D., Associate Professor
Peter Chu, Ph.D., Assistant Professor
Lawrence Dribin, Ph.D., Lecturer
Br. Michael Driscoll, M.S., Instructor
Clark Elliott, M.S., Instructor
Richard Ezop, M.B.A., Lecturer
Robert James Fisher, Ph.D., Associate Professor
Robert Galka, B.S., Lecturer
Gerald Gordon, Ph.D., Associate Professor
Daniel Gorski, B.B.A., Lecturer
Henry Harr, Ph.D., Associate Professor
James Heatherly, M.B.A., Lecturer
James Janossy, M.S., Instructor
Prassana Jog, Ph.D., Assistant Professor
Richard Johnsonbaugh, Ph.D., Professor
Steve Jost, Ph.D., Assistant Professor
Martin Kalin, Ph.D., Associate Professor
George Knafl, Ph.D., Professor

Northwestern University
University of Louvain
Wayne State University
University of Wisconsin
University of Illinois, Chicago
Syracuse University
Northwestern University
Chinese University of Hong Kong
S.U.N.Y. at Stony Brook
McGill University
Illinois Institute of Technology
Notre Dame University
DePaul University
University of Chicago
Harvard University
DePaul University
University of California, Berkeley
University of Wisconsin
Illinois Institute of Technology
DePaul University
California State University
Indiana University
University of Oregon
Northwestern University
Northwestern University
Northwestern University
Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Computer Science. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II). Sociology 210 The Computerized Society is a recommended Level II BSS course.

Natural Sciences and Mathematics: 3 courses, one or more at Level II, to be chosen from Biological Sciences, Chemistry and Physics. Students who chose to take one of the following laboratory science sequences (Biology 101, 102, 103; Chemistry 111, 113, 115; Physics 150, 151, 152; Physics 170, 171, 172) complete NSM requirements by taking one course from among Interdisciplinary Studies 220, 221, 222, 230, Physics 205, Mathematics 301 or Chemistry 222.
DEPARTMENTAL PROGRAM REQUIREMENTS

The department offers a Bachelor of Science degree in Computer Science with concentrations in Computer Science, Data Analysis and Information Systems.

COMPUTER SCIENCE PROGRAM

Students with little or no experience in programming or the use of interactive computer systems should consider taking Computer Science 150 Introduction to Computer Systems and Programming before taking any common core computer science courses.

Common Core

Computer Science: 215 Introduction to Structured Programming Using C; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 342 File Processing and Data Management; 365 Introduction to Software Engineering; 394 Software Projects; and one of the following: 204 Advanced Topics in COBOL; 230 Programming in ADA; or 280 Symbolic Programming Techniques.

Statistics: 323 Introduction to Data Analysis.

English: 204 Technical Writing.

Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II; 150 Calculus I; 151 Calculus II; 220 Linear Algebra with Applications.

Communication: 220 Public Speaking.

Ethics: CSC 326 Computers, Ethics and Society

I. Computer Science Concentration

Common Core in Computer Science plus:


Laboratory Science: A three quarter sequence of laboratory science from the following: Biology 101, 102, 103 General Biology I, II, III; or Chemistry 111, 113, 115 General and Analytical Chemistry I, II, III; or Physics 150, 151, 152 General Physics I, II, III. (Two of the three laboratory science courses apply as NSM Level I credit.)

Electives: Two 300 level computer science electives one of which must be selected from the following: 348 Compiler Design; 321 Discrete Structures and Algorithms II; or 380 Artificial Intelligence.

Supporting Fields: Three courses to be taken in consultation with a computer advisor.

II. Data Analysis Concentration

Common Core in Computer Science plus:

Computer Science: 240 Personal Computing; 324 Data Analysis with SAS II; 349 Data Bases and Data Management; 373 Data and Information Systems.

Two of the following: Computer Science 332 Simulation and Modeling; Computer Science 334 Advanced Data Analysis; Computer Science 368 Software Measurement; Computer Science 369 Introduction to Computer Graphics; Economics 311 Business and Economic Forecasting; Mathematics 326 Sample Survey Methods; Marketing 301 Principles of Marketing; Psychology 275 Experimental Psychology.
Two of the following Computer Science courses: 312 Assembly Language and Computer Organization; 320 Discrete Structures and Algorithms I; 325 Advanced Topics in C and UNIX; 343 Introduction to Operating Systems; 351 Database Design; 352 Database Programming; 366 Software Quality Assurance; 380 Artificial Intelligence.

Supporting Fields: Three courses to be chosen in consultation with a computer science advisor.

INFORMATION SYSTEMS PROGRAM

Students with little or no experience in programming or the use of interactive computer systems should consider taking Computer Science 150 Introduction to Computer Systems and Programming before taking any common core Information Systems courses.


One of the following Computer Science courses: 324 Data Analysis with SAS II; 344 IBM Assembly Language Programming I or 312 Assembly Language and Computer Organization; 351 Database Design; 352 Database Programming; CSC 362 Principles of Data Communications; 373 Data and Information Systems.

Statistics: 323 Introduction to Data Analysis.

English: 204 Technical Writing.

Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II; 145 Calculus for Information Systems or 150, 151 Calculus I, II.

Communication: 220 Public Speaking.

Ethics: CSC 326 Computers, Ethics and Society.

Accounting: 101 Principles of Accounting I; 103 Principles of Accounting II.

Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics. (One Economics course applies as BSS Level I credit.)

Organizational Behavior: Management 300 Management and Organization Principles and Practices or Psychology 380 Industrial and Organizational Psychology.

Supporting Fields: Three courses to be chosen in consultation with a computer science advisor. A student who intends to enter an M.B.A. program should consider the following recommended courses as electives: Economics 315 Introduction to Money and Banking; Marketing 301 Principles of Marketing; and Business Law 201 Legal Environment of Business. Other courses strongly recommended are Economics 307 Managerial Economics; Economics 311 Business and Economic Forecasting; Marketing 310 Consumer Behavior; and Marketing 375 Sales Forecasting.

Students in the Information Systems concentration can achieve a minor in Business Administration by taking two of the following five courses for elective credit: Business Law 201 Legal Environment of Business; Marketing 300 Principles of Marketing; Marketing 302 Marketing Management; Economics 315 Introduction to Money and Banking; Finance 310 Financial Management I.

Note: Advanced undergraduates in any of the above programs may take certain graduate Computer Science courses with the faculty advisor's approval.
SPECIAL PROGRAMS

TEACHER OF COMPUTER SCIENCE SECONDARY LEVEL

In cooperation with the School of Education, the Department of Computer Science and Information Systems offers a concentration of study which combines the requirements for a major in Computer Science with certification for teaching computer science at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

HONORS PROGRAM

The honors track is for students who show exceptional ability, achievement, and motivation. Students apply or are invited at all levels during their academic career and are reviewed for continuation in the program during the Spring Quarter. Students in the program register for special honors sections. In addition, honors seminars are offered to sophomore and junior honors students.

Requirements: Common Core in Computer Science (honors sections), plus the following courses:

- Sophomore Seminar (4 hrs. total credit over two quarters) Junior Seminar (4 hrs. total credit over three quarters) CSC 394 (8 hrs. required)
- Computer Science: 312 Assembly Language and Computer Organization; 320 Discrete Structures; 343 Introduction to Operating Systems; 345 Computer Architecture; 347 Concepts of Programming Languages; 321 Discrete Structures and Algorithms II.
- Laboratory Science: A three quarter sequence of laboratory science from the following: Biology 101, 102, 103 General Biology I, II, III; or Chemistry 111, 113, 115 General and Analytical Chemistry I, II, III; or Physics 150, 151, 152 General Physics I, II, III.

Physics: 232 Introduction to Digital Electronics.

It is also recommended that the honors students complete the calculus sequence, and the modern language option. Certain courses in the graduate school can be substituted to fulfill undergraduate requirements.

Supporting Fields: Four courses to be chosen in consultation with a computer science advisor.

Microelectronics Minor

Physics: 231 Linear Electric Circuits; 232 Introduction to Digital Electronics; 331 Active Circuits; 332 Digital Integrated Circuits; 397 Interfacing.

Computer Science: 396 Microprocessors.

For course descriptions consult the Physics and Computer Science sections of this Bulletin.

Double Major with Mathematics

A computer science major can also earn a major in mathematics. The following is an example of a sequence of courses that would satisfy the mathematics and computer science requirements for a double major.

Computer Science: 215; 310; 311; 312; 320; 321; 342; 343; 345; 347; 365; 385; 386; and 394.
Laboratory Science: A three quarter sequence of laboratory science from the following: Biology 101, 102, 103 General Biology I, II, III; or Chemistry 111, 113, 115 General and Analytical Chemistry I, II, III; or Physics 150, 151, 152 General Physics.

Mathematics: 140; 141; 160; 161; 162; 260; 261; 262; 310; 311; 351; 352.

Since other sequences of courses would also satisfy the requirements, a student should consult an advisor in both departments when planning a program of study. Students should also consult the computational mathematics concentration.

**Computer Graphics Minor**


Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II.

**Computer Science Minor**

Computer Science: 215 Introduction to Structured Programming Using C; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 312 Assembly Language and Organization; 342 File Processing and Data Management; 343 Introduction to Operating Systems; and either 320 Discrete Structures and Algorithms I, or 347 Concepts of Programming Languages.

Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II.

**Data Analysis Minor**

Computer Science: 203 or 215 COBOL Programming or Introduction to Programming Using C; 240 Personal Computing for Programmers; 323 Introduction to Data Analysis; 324 Data Analysis with SAS II; 373 Data and Information Systems; One of the Following: 334 Advanced Data Analysis; 349 Data Bases and Data Management; 269 Presentation Graphics for Business and Science or 369 Introduction to Computer Graphics.

Mathematics: 140 Discrete Mathematics I or BMS 126 Business Calculus II or departmental consent.

**Information Systems Minor**

Computer Science: 203 COBOL Programming; 204 Advanced Topics in COBOL; 215 Introduction to Structured Programming Using C; 310 Principles of Computer Science I; 360 On-Line Systems; 375 Information Systems Analysis and Design; 376 Information Systems Project.

Mathematics: 140 Discrete Mathematics I.

**Courses**

All courses carry 4 quarter hours of credit unless otherwise specified.

110 **Elements of Computer and Information Science.** This course provides the student with a general introduction to computer science and information processing, including a brief sketch of the history of the field, its impact on modern society, and a look toward the future. The rest of the course will consist of studying a number of the many problems which computers can be used to solve. This will be done by giving the students hands-on computer experience.
145 **RPG II Programming.** An introduction to the Report Program Generator language RPG II. Emphasis will be on business reporting problems. Applications of RPG II in small scale computer system environments.

149 **Programming with BASIC.** Algorithms, programming in BASIC. Data manipulation and string processing. (Prerequisite: Math. 101, placement by the Mathematics Diagnostic Test, or equivalent.)

150 **Introduction to Computer Systems and Programming.** This is a hands-on course introducing the student to the necessary techniques and skills required to utilize the University's VAX 11/780s, IBM 4381, and Harris HCX-9. The course will cover the use of an interactive system, the utilities, and introduce programming. Intended Computer Science majors should consult a departmental advisor.

175 **Introduction to Information Systems.** An introductory overview of information systems development and management issues: basic concepts of information systems; the relation of information systems to organization structures, operations, planning and evaluation; the relation of hardware decisions and software development to information systems; the relation of information systems development to program development and programming languages. (Completed before Junior year.)

201 **Business Computing.** Developing business computer systems. Data storage and retrieval. Survey of teleprocessing, data base, and distributed business computer systems. Computer laboratory work required.

203 **COBOL Programming.** An introduction to programming in the business oriented language COBOL. The emphasis will be on business problems involving processing large amounts of data. (Prerequisite: 3 years high school mathematics, Math 101, placement by the Mathematics Diagnostic Test, or equivalent.)

204 **Advanced Topics in COBOL.** File management, tape and direct access storage devices. Access methods. Data base applications. Subprograms, sort/merge feature. Indexed sequential, relative and direct files. (Prerequisite: 203.)

205 **FORTRAN 77 Programming.** An introduction to programming in the scientific language FORTRAN. Input and output including format, branching, looping, subscripted variables, functions, subroutines, non-numerical procedures, algorithm construction and problem solving. The language Fortran 77 will be used. (Prerequisite: Mathematics 130 or placement by the Mathematics Diagnostic Test, or equivalent.)

210 **Programming with PL/I.** An introduction to structured computer programming using the language PL/I. Topics include: simple data types, control structures, character string processing, array processing, procedures and functions. Laboratory fee. (Co-requirement: Mathematics 140. Students must have completed or be concurrently enrolled in Mathematics 140 to register for this course.)

215 **Introduction to Structured Programming Using C.** An introduction to structured computer programming. Topics include: simple data types, control structures, character string processing, array processing, functions and structures. Laboratory fee. (Co-requirement: Mathematics 140. Students must have completed or be concurrently enrolled in Mathematics 140 to register for this course.)

220 **Programming with Pascal.** An introduction to structured computer programming using the language Pascal. Topics include: elementary data types, program control structures, character strings, array processing, procedures and functions, and an introduction to user defined data types. (Co-requirement: Mathematics 140. Students must have completed or be concurrently enrolled in Mathematics 140 to register for this course.)
225  **C Language for Programmers.** Introduction to the programming language C: Data types, pointers, structures. Function and block structures. Preprocessors. Input and output. UNIX operating system. (Prerequisite: At least one quarter of a high level computer language.)

230  **Programming in Ada.** Data types, control structures, subprograms, overloading. Packages and libraries. Private types, generics. Tasking implementation issues. This is an intensive course and good programming skills are assumed. (Prerequisite: An introductory programming course or consent.)

240  **Personal Computing For Programmers.** An introduction to personal computers, their operating systems, and several important software systems including a database system and a spreadsheet package. (Prerequisite: 203 or 215.)

250  **Computers and Human Intelligence.** Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed. (Prerequisite: one of the following: 110, 149, MIS 130 or previous acquaintance with a programming language.)

269  **Presentation Graphics for Business and Science.** Graphics applications in data display, CAD/CAM, simulation, text setting, or animation. Survey of graphics user interfaces. (Prerequisite: A computer science course.)

280  **Symbolic Programming Techniques.** Introduces the basic concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP: symbolic expressions, the interpreter, functions, recursion, iteration. Advanced data and control structures. Making language extensions. How symbolic programming leads to new techniques of procedural and data abstraction. (Prerequisite: 311.)

307  **Topics in Computer Science.** (Prerequisite: Consent.)

310  **Principles of Computer Science I.** Conceptual models of a computer, machine and assembly language. Internal data representation, programming methods, recursion, stacks, and queues. (Co-requirement: Mathematics 141. Students must have completed or be concurrently enrolled in Mathematics 141 to register for this class. Prerequisite: 215 and Mathematics 140 or consent.)

311  **Principles of Computer Science II.** Basic data structures, stacks, queues, linked lists, trees, tree searches and string processing. (Prerequisite: 310 and MAT 141 or consent.)

312  **Assembly Language and Computer Organization.** Data presentation, addressing schemes and instruction charts for the VAX/MACRO assembly language. Introduction to computer organization. (Prerequisite: 311 or equivalent.)


321  **Discrete Structures & Algorithms II.** Techniques for designing algorithms; including divide-and-conquer, the greedy method, hill climbing, recursion, and dynamic programming. Analysis of algorithms; including sorting, graph, string matching, and parallel algorithms. (Prequisite: 320.)

322  **Data Analysis with S.** Computing with S, a UNIX based interactive environment for data analysis and graphics. (Prerequisite: 310 and Mathematics 140.)

323  **Introduction to Data Analysis** (cross-listed with Mathematics 323). Computing with the statistical package SAS. Introduction to data analysis, elementary statistical inference. Regression and correlation. (Prerequisite: Mathematics 140.)
324 Data Analysis with SAS II (cross-listed as Mathematics 324). Continuation of 323. Multiple regression and correlation, residual analysis, analysis of variance, and robustness. These topics will be studied from a data analytic perspective using SAS. (Prerequisite: 323.)

325 Advanced Topics in C and UNIX. Advanced features of C language: self-referential structures, fields and unions, dynamic memory allocation, command-line arguments, compiler control lines. Introduction to C compiler. UNIX operating system: I/O system, file and directory structures, Command Shell and other system facilities and utilities. The student will design and implement some projects in C under the UNIX operating system environment. (Prerequisite: 225, or 310 or consent.)

326 Computers, Ethics and Society. This course examines the impact of computerized technologies on society with particular attention to the ethical issues raised by these social effects. As such, the course is interdisciplinary in character. It uses the methods of historical and sociological analysis as well as methods of moral reasoning grounded in philosophical principles and both secular and religious worldviews to study technological changes. Particular attention will be paid to the question of the social responsibilities of professionals and we will examine the ACM's code of professional ethics.


332 Simulation and Modeling. Measurement and tuning of computer systems. Simulation and analytical models. Operational analysis and queueing theory. (Prerequisite: 323 and either 341 or 343.)

334 Advanced Data Analysis. Topics chosen from among multivariate statistical methods, discriminant analysis, principal components, factor analysis, discrete multivariate analysis, time series and non-parametric statistics. (Prerequisite: 324 or consent.)

340 Teaching Computer Science. A study of different programming languages used in high schools: PASCAL, BASIC, LOGO etc. A survey of computer topics covered in high school courses. Motivation and objectives in computer education. (Prerequisite: 311.)

341 Survey of Operating Systems. Introduction to the history, motivation and basic components of computer operating systems; examination and comparison of several existing operating systems with regard to their functional characteristics and the underlying facilities they provide; comparisons based on intended use of the system; tuning operating systems. (Prerequisites: 311 and 204.)

342 File Processing and Data Management. File processing environment and file manipulation techniques. Algorithms and techniques for implementing stream files, sequential files, direct files, indexed sequential files. Inverted lists, multilists, and database structures will be discussed. Implementation of data management systems. (Prerequisite: 311.)

343 Introduction to Operating Systems. A brief history of operating systems development; the four basic components—file systems, processor scheduling; memory management, and device scheduling; deadlock; concurrency; protection; distributed systems. (Prerequisite: 204 and 312 or 342 and 312.)

344 IBM Assembly Language Programming I. Data representation, addressing schemes and instruction formats, introduction to IBM 360/370 assembly language. (Prerequisite: 311 or equivalent.)

345 Computer Architecture. Introduction to digital logic; micro-programming; further topics. (Prerequisite: one of the following: 312, 344, 396 or consent.)
Concepts of Programming Languages. A comparative study of computer languages. Formal methods of language definition. Control structures and data flow. The effects of the run-time environment and binding time on various features of languages. Interpretive languages. Lexical analysis and parsing. (Prerequisite: 311 or consent.)

Introduction to Compiler Design. An overview of the design of a compiler for a general purpose programming language: tools for designing the components of the compiler; implementing the compiler; run time environments. (Prerequisite: 347.)

Data Bases and Data Management. Integrated data bases, architecture of data base systems, storage structures, integrated management systems, on-line file organization, teleprocessing. (Corequisite: 311. Students must have completed or be concurrently enrolled in Computer Science 311 to register for this course. Prerequisite: 310, 342 or 204 or consent.)

Database Design. Design methodologies. Requirement formulation and analysis, conceptual design, implementation design, physical design. Emphasis will be on data modeling techniques. Class team projects include the design of a complete database structure and implementations of design tools. (Prerequisites: 349 and a programming language.)

Database Programming. Programming in large-scale relational data base environment using host languages such as C. Design and implementation of on-line applications and report generations. Micro-computer Database System programming. Concepts such as database integrity, transactions, transaction recovery, concurrency, and record locking will be covered. (Prerequisites: 349 and 215.)

VAX Assembly Language Programming. A continuation of CSC 312. Further study of the VAX/MACRO assembly language. The complete instruction set, macros, interrupts, I/O programming and other topics. (Prerequisite: 312 or equivalent.)

IBM Assembly Language Programming II. A continuation of CSC 344. A completion of the study of the IBM 360/370 instruction set. Interrupt and I/O programming. Macros. (Prerequisite: 344 or consent.)

Sophomore Honors Seminar.

Junior Honors Seminar.

On-Line Systems. Development of on-line computer systems using CICS and the issues in designing and optimizing their use. Other topics include data and voice telecommunications, operating system memory management, file design, user interface design, security, and fail-safe concerns. (Prerequisite: 204.)

Principles of Data Communications. Theory and components of data communication systems, modes, codes, and error detection techniques for data transmission, network protocols and line control procedures, communication carrier facilities and system planning. (Prerequisite: 323.)

Advanced Programming Techniques. Functional decomposition. Software tools. The student will design, implement and document a medium size project using a variety of software tools and system utilities. (Prerequisite: 204 or 342.)

Introduction to Software Engineering. Project management fundamentals. Software design and development. Software life cycle. Software tools. Verification and validation of software. (Prerequisite: 311.)

Software Quality Assurance. Engineering for software quality. Software verification and validation. Software testing strategies. Design reviews, walkthroughs and inspections. Configuration management. (Prerequisite: CSC 323 and 365 or 375.)
368 **Software Measurement.** Software metrics. Productivity, effort and defect models. Software cost estimation. (Prerequisite: CSC 323; CSC 365 or 375)

369 **Introduction to Computer Graphics.** Basic graphics hardware, output primitives, attributes of output primitives, two-dimensional transformations, windowing, segments, interactive input methods. Students will implement a small graphics package using GKS calls while learning about these concepts. Topics in three-dimensional graphics. (Prerequisites: CSC 311 and Mathematics 145 or 150.)


371 **Computer-Managed Instruction.** Computerized methods of testing, record keeping, and decision making that will assist administrative and classroom management.

372 **Computers in the Elementary School** (cross-listed as EE376). An introduction to computer programming using graphics including: procedure definition, use of variables, file management, structured programming and tail-recursion. Manipulation of lists and words including: logic operations, flow of control, list processing and embedded recursion.

373 **Data Information Systems.** Development of information systems applications. Data management systems to be utilized include dbase, Lotus, and SAS. (Prerequisites: 240 and 323.)

375 **Information Systems Analysis and Design.** Design skills for the preparation of information systems. Principle topics include structured systems analysis and preparation of process/data-flow diagrams, and logical data model design. (Prerequisite: 360.)

376 **Information Systems Project.** Extended case study conducted on a project basis to analyze and design a major business system. Students will be required to make verbal and written presentations of results of a group effort. (Prerequisites: 375 and CMN 220.)

380 **Artificial Intelligence.** A survey of the basic problem areas, concepts, and techniques of artificial intelligence. Emphasis on how AI systems are accomplished via symbolic programming and the explicit representation of knowledge. (Prerequisite: 311.)

382 **Legal Aspects of Data Processing.** Practical legal considerations arising in a data processing environment are discussed. Areas include legislation, contracts, copyrights, patents and fraud.

385 **Numerical Analysis** (cross-listed as Mathematics 385). Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of nonlinear equations, function evaluation, approximation of integrals and derivatives, Monte Carlo methods. (Prerequisite: Mathematics 220 and a programming course.)


387 **Operations Research I: Linear Programming** (cross-listed as Mathematics 387). The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisites: Mathematics 220 and any introductory programming course.)
388 **Operations Research II: Optimization Theory** (cross-listed as Mathematics 388). Integer programming; non-linear programming; dynamic programming; queueing theory; game theory. (Prerequisite: 387.)

389 **Theory of Computation.** An introduction to the mathematical foundations of computation. Random access and Turing machines, recursive functions, algorithms, computability and computational complexity. (Prerequisite: 350 or consent.)

390 **CICS Program.** Introduction to CICS; syntax, structure and coding of commands; screen design and generation using Basic Mapping Support; terminal control; on-line execution debugging; file control; on-line design considerations; program control; pseudo-conversational programming; efficiency considerations; advanced CICS/VS features; class project. (Prerequisite: COBOL programming experience.) 4 hours. Admission is restricted.

392 **Telecommunications Program.** History of the industry, regulatory environment; basic telephony principles; basic communications concepts; data communications; basic and advanced networking; data/voice integration; traffic engineering; telecommunications management; office automation. (Prerequisite: Undergraduate degree required unless employed in the telecommunications industry.) 10 hours. Admission is restricted.

394 **Software Projects.** Students will be provided with experience in team design, implementation and testing of a large software project. (Prerequisite: 365 and CMN 220.)

395 **Computer Logic Design.** Combinational and sequential circuits, memories, digital design languages. Hardware computer organization. (Prerequisite: 345 or consent.)

396 **Microprocessors** (cross-listed as Physics 396). An introduction to the hardware and software aspects of microprocessors. Digital electronics, microprocessors, programming, interfacing. Laboratory work will involve hands-on work with microprocessor systems. (Prerequisite: 312 or consent of instructor.)

397 **Computer Career Program.** A course of study designed to facilitate a career change into the computer professions. The course provides an integrated format covering the contents of COBOL, Advanced COBOL, Computer Technology and Data Base. 20 hours. Admission is restricted.

398 **Internship.** In cooperation with local employers the computer science program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Academic credit is variable and admission to the program requires departmental permission.

399 **Independent Study.** (Prerequisite: Consent of chairman.) Variable credit.
The Department of Economics seeks to prepare students majoring in economics for careers in business, law, and government as well as for graduate work in economics and business administration. Economics course offerings within the College of Liberal Arts and Sciences integrate business and liberal arts subjects—especially the social and mathematical sciences—in order to facilitate the attainment of a complementary major in allied fields such as political science, sociology, or mathematics. Students may elect a special interdisciplinary major focusing on "urban studies."

In addition to the economics concentration in the College of Liberal Arts and Sciences, DePaul offers a concentration in economics leading to a Bachelor of Science degree in the College of Commerce.

The Department also offers courses as a part of the Liberal Studies Program. Although these Liberal Studies courses include economic analysis, as do the more specialized courses, they are designed to encompass economic aspects of broader social and historical developments. These courses address such problems as inflationary periods, recessions, structural economic change, international financial conflicts, economic factors in war, government regulation, and similar topics.

**FACULTY**

James E. Ciecka, Ph.D., Professor and Chair
Ashok Batavia, M.B.A., M.S.A., Lecturer
Bala Batavia, Ph.D., Professor
Elijah Brewer, Ph.D., Lecturer
Frank J. Brown, Ph.D., Professor Emeritus
Gabriella Bucci, Ph.D., Assistant Professor
Jin Choi, Ph.D., Assistant Professor
James J. Diamond, Ph.D., Professor Emeritus
Floyd R. Dill, Ph.D., Assistant Professor
Thomas D. Donley, M.A., M.S., Instructor
William Dugger, Ph.D., Professor
Douglas Evanoff, Ph.D., Lecturer
Animesh Ghoshal, Ph.D., Professor
Donald Hanson, Ph.D., Lecturer
William A. Hayes, Ph.D., Professor Emeritus
Peter Heffernan, Ph.D., Lecturer
Anthony C. Krautmann, Ph.D., Associate Professor
Adolph E. Mark, Ph.D., Professor Emeritus
Michael S. Miller, Ph.D., Associate Professor

Purdue University
DePaul University
North Carolina State University
Massachusetts Institute of Technology
Catholic University of America
Johns Hopkins University
Iowa State University
Northwestern University
Cornell University
University of Illinois/University of Wisconsin
University of Texas
Southern Illinois University
University of Michigan
University of Illinois
Catholic University of America
The Ohio State University
University of Iowa
University of Illinois
University of Pittsburgh
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Geography, Sociology, and Psychology or other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Economics contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the departments of Political Science, Geography, Sociology, and Psychology (or other departments designated by the Division). Courses in the Department of Economics will not be applied to the requirements of the Division. A significant component of a student's liberal education is a knowledge of the methods and principles of the kinds of inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.

The Department of Economics recommends that students receive academic advisement before registering for courses in either the Division of Behavioral and Social Sciences or in other divisions. The Department is concerned that students enroll in courses commensurate with their background and interests and compatible with the academic requirements of the Liberal Studies Program and the Departments.
DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics; 342 Statistics for Economics; 305 Pricing and Distribution Analysis; 306 National Income Analysis; and six additional economics courses.

Social and Behavioral Sciences: The student will take a minimum of seven courses in Geography, Political Science, Psychology, and Sociology. The specific courses will be worked out by the student and his/her counselor in the Department of Economics. The counselor must approve the program.

Mathematics: 130 College Algebra and Precalculus; 131 Trigonometry and Precalculus; and 150 Calculus I. (125 Business Calculus I, and 126 Calculus II may be substituted for Math. 130, 131, and 150.)

II. Urban Studies Concentration

Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics; 342 Statistics for Economics or another elementary statistics course; 305 Pricing and Distribution Analysis; 310 Economics of the Urban Environment; 395 Seminar in Selected Economic Topics; and six additional economics courses.

Social and Behavioral Sciences: The student will take a minimum of seven courses in Geography, Political Science, Psychology, and Sociology. The specific courses will be worked out by the student and his/her counselor in the Department of Economics. The counselor must approve the program. For the Urban Studies Concentration the following courses in the social sciences are highly recommended: Geo. 133 Urban Geography; Geo. 321 Metropolitan Chicago; Geo. 333 City Problems and Planning; Soc. 101 General Sociology; Soc. 203 Race and Ethnic Relations; Soc. 345 Urban Sociology; Pol. Sci. 120 American Political System; Pol. Sci. 202 Community Politics in Urban America.

CAREER ORIENTATIONS

The student may be interested in taking the following economics courses to prepare for a particular career:

Professional Economist: For the prospective student who wants to pursue a graduate degree in economics, the following courses are strongly recommended: Economics 361 International Trade; 375 Introduction to Econometrics; Economics 380 Mathematics for Economics and Business I; Math. 151 Calculus II; Math. 152 Calculus III; Math. 220 Linear Algebra with Applications I.


International: 359 The Theory of Economic Development; 360 Economics of Underdeveloped Countries; 361 International Economics; 375 Introduction to Econometrics; 380 Mathematics for Economics and Business I.

Urban: 318 Labor Economics and Organization; 310 Economics of the Urban Environment; 335 Energy and Environmental Economics; 368 Industrial and Commercial Location; 375 Introduction to Econometrics; 395 Seminar in Selected Economic topics.

Quantitative Economics: 375 Introduction to Econometrics; 311 Business and Economic Forecasting; 380 Mathematics for Economics and Business I.
Labor: 318 Labor Economics and Organization; 310 Economics of the Urban Environment; 317 American Economic History; 375 Introduction to Econometrics.
Government: 310 Economics of the Urban Environment; 311 Business and Economic Forecasting; 335 Energy and Environmental Economics; 368 Industrial and Commercial Location; 375 Introduction to Econometrics.

**SPECIAL PROGRAMS**

**Economics Minor**

The student must take Economics 103 and 104 and additional courses to bring the total credits in economics to a minimum of 24 credit hours (6 courses). Courses taken to complete the minor in Economics must be selected in consultation with an appropriate Departmental advisor.

**Courses**

All courses carry 4 quarter hours credit. Titles of courses offered in the Liberal Studies Program are italicized.

**PRINCIPLES AND THEORY**

103 **Principles of Macroeconomics.** Introduction to Economics. Fundamental theories of macro (or aggregate) economics. Attention is given to supply and demand, national income accounting and analysis, and international trade. These tools are used to analyze such problems as unemployment and inflation, and policies designed to combat these and other current problems. (Prerequisite: Mathematics 130 or equivalent and sophomore standing.)

104 **Principles of Microeconomics.** Economics of the Market Place. Basic theories concerning micro (or individual) economic units. Theory of consumer demand, the firm, and distribution are covered. Pricing and production analyzed in competitive, monopolistic, and oligopolistic industries. (Prerequisite: Mathematics 130 or equivalent and sophomore standing.)

305 **Pricing and Distribution Analysis.** Continuation of the topics treated in Economics 104, especially the theory of the firm. Marginal analysis and indifference curves are the major tools that are used in a discussion of demand for products, pricing output, wages, and the distribution of output. (Prerequisites: 104.)

306 **National Income Analysis.** A continuation of Economics 103. Emphasis on fiscal and monetary policy, which is analyzed with the use of IS-LM curves. Current national economic controversies also discussed. (Prerequisites: 103.)

315 **Introduction to Money and Banking** (formerly 215). Structure of the American banking system discussed. Role of the Federal Reserve System, private financial markets and institutions, the effectiveness of monetary policy and international finance are examined. (Prerequisite: 103 and 104.)
Economics and the Common Good. Economic theories, systems, and problems will be studied and analyzed in reference to the economic common good as defined in key modern documents, particularly the social encyclicals. Stress will be placed on both theory and practice.

The Economics of Poverty. Material and cultural, absolute and relative forms of poverty will be investigated insofar as they derive systematically, directly, and indirectly, from the American economy. Taking elimination of poverty as an appropriate objective, existing private, institutional and governmental activities will be analyzed, including economic activity itself. Personal, social, demographic, technological, and political background factors will also be brought to bear in the consideration of more successful antipoverty economic programs and policy.

The Theory of Economic Development. A balanced coverage of the major aspects of the theory of economic development. Introduction to the more important theories of economic growth, as well as explanations of the role of land, capital, labor, and technology in the development process. (Prerequisites: 104.)

International Economics. International trade theory and policy. Analysis of the balance of payments, international investment flows, and the position of the dollar in foreign exchange transactions. (Prerequisites: 104.)

ECONOMIC HISTORY AND THOUGHT

European Economic History (formerly 216). Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. (Prerequisite: 103 or 104.)

American Economic History (formerly 217). Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. (Prerequisite: 103 or 104.)

Development of Economic Thought (formerly 240). Examination of the great ideas in the history of economic science. Emphasis on those currents of thought which led to modern economic theory and those which have conditioned the economic development of the Western World. (Prerequisite: 104.)

ECONOMIC INSTITUTIONS AND PROBLEMS

Managerial Economics. The application of economic theory to the problems of the firm. Examples of topics are demand analysis, sales forecasting, criteria for investment, production, and cost analysis. (Prerequisite: 104.) (Not available for economics majors.)

Economics of the Urban Environment. Economic principles employed in an analysis of problems of pollution, health, transportation, housing, and education. (Prerequisite: 103 and 104.)

Business and Economic Forecasting. An introduction to quantitative and qualitative forecasting techniques: time series analysis, census decomposition methods, leading indicators, and econometric models. Also, computer analysis of forecasting problems. (Prerequisite: 103 and 104.)

Industrial Organization: Antitrust and Social Policy (formerly 213). Relationships between government, business, and society. Both the institutional and theoretical aspects of governmental intervention in economic life are examined. (Prerequisite: 104.)
Labor Economics and Organization (formerly 218). Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States. (Prerequisite: 103 and 104.)

The Economics of Socialism (formerly 230). Fundamental economic relationships as they exist under socialist forms of organization. The pure theory of socialism is examined, as well as the practical organization of the economies in the various socialist nations. (Prerequisite: 104.)

Energy and Environmental Economics. Introduction to the fundamental problems of resource depletion and environmental deterioration: tradeoffs between the use of natural resources, environmental pollution, and population growth; alternative methods to achieve an optimal ecological system. Economic analysis of cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action. (Prerequisite: 104.)

The Theory of Economic Development. Major aspects of the theory of economic development. Theories of economic growth; role of land, capital, labor and technology in the development process. (Prerequisite: 104 and Junior standing.)

Economics of Underdeveloped Countries. Application of the analytic skills of the economist to the special problems of underdeveloped countries. The view that development requires authoritarian control by the state is contrasted with the position that it may be accomplished by private economic decision-making. (Prerequisite: 103 and 104.)

Industrial and Commercial Location (cross-listed as Geography 368 and Marketing 368). Analysis of the factors involved in selecting locations for the development of commercial and industrial facilities. (Prerequisite: 104.)

Seminar in Selected Economic Topics. The instructor selects topics from contemporary economic problems. This course often serves as the Urban Studies Seminar in the College of Liberal Arts and Sciences. (Prerequisite: 103 or 104 or consent of instructor.)

QUANTITATIVE ECONOMICS

Statistics for Economics (formerly 242). Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. (Prerequisite: 104.)

Introduction to Econometrics. Techniques of estimation and testing of economic relationships. Exposure to probability theory, probability distribution, least squares estimation, hypotheses testing, and correlation. (Prerequisites: 103, 104 and 242 or its equivalent.)

Mathematics for Economics and Business I. Following topics are treated: sets, functions, limit derivatives, optimization, some fundamentals of linear algebra. Students are required to have a high school algebra background. (Prerequisites: 103 and 104.)

SPECIALIZED STUDY

Internship in Applied Economics. An opportunity to apply knowledge acquired in the classroom to a real world situation under supervision of a carefully selected private or public enterprise.
The roles of the English Department in the University are threefold: first, to prepare students whose major interest is the area of language and literature; second, to provide opportunities for study in the broad areas generally labeled communication; and third, to serve the literary interests and writing needs of students with other areas of specialization. The departmental goals and curricula are developed with these roles in mind.

The goals for the English major are these: to probe the human problems and values depicted in literary works in order to expand experience, insight, and compassion; to learn to write with competence and style; to use research methods intelligently; to understand the basic facts of the English language; to be familiar with the major authors, works, seminal literary movements, and prominent genres of English and American literature; to read literature from more than one critical perspective, including comparative and textual; and to see the study of literature in relation to other fields of learning.

To achieve these goals, the Department organizes series of courses in the study of the English language, in the use of this language in various forms and levels of communication and composition, both practical and creative, and in the literature produced in twelve centuries of British English and three centuries of American English. These goals can be pursued either through a standard English concentration or through the American Studies program. Furthermore, in cooperation with the School of Education, the Department offers a program to prepare students for a teaching career in junior high and secondary schools.

Finally, the Department also offers minors in literature and in writing for students wishing to pursue interests in these areas while majoring in other disciplines.

FACULTY

Gerald P. Mulderig, Ph.D., Associate Professor and Chair
Theodore G. Anton, M.A., M.F.A., Assistant Professor
Evelyn Asch, Ph.D., Instructor
Darsie Bowden, Ph.D., Assistant Professor
Bernard A. Brunner, Ph.D., Professor
Caryn Chaden, Ph.D., Assistant Professor
Elizabeth Coughlin, M.A., Instructor
Carol Klimick Cyganowski, Ph.D., Associate Professor
Stanley J. Damberger, M.A., Associate Professor
Richard deCordova, Ph.D., Associate Professor
Sharon Dixon, M.A., Instructor
William Fahrenbach, Ph.D., Assistant Professor
James Fairhall, Ph.D., Assistant Professor
William J. Feeney, Ph.D., Professor Emeritus

The Ohio State University
University of Iowa
University of Chicago
University of Southern California
University of Virginia
DePaul University
University of Chicago
Saint Louis University
University of California, Los Angeles
DePaul University
University of Toronto
State University of New York at Stony Brook
University of Oregon
Kristine Garrigan, Ph.D., Professor
Linda Hillman, M.S., Instructor
Hugh J. Ingrasci, Ph.D., Associate Professor
Susan Dean Jacobs, M.A., Instructor
Richard Jones, M.A., M.F.A., Associate Professor
Ellin M. Kelly, Ph.D., Professor
Veronica Kelly, Ph.D., Assistant Professor
Karen Knowles, M.A., Instructor
Helen Marlborough, Ph.D., Assistant Professor
Zahava McKeon, Ph.D., Professor Emeritus
Mary Miritello, M.A., Instructor
Margaret M. Neville, Ph.D., Professor Emeritus
John E. Price, Ph.D., Associate Professor
Lavon Rasco, Ph.D., Professor Emeritus
Rachel M. Romano, M.A., Professor Emeritus
Frank Sherman, Ph.D., Professor Emeritus
Craig A. Sirles, Ph.D., Assistant Professor

University of Wisconsin
Illinois Institute of Technology
University of Michigan
Northern Illinois University
University of Virginia, Vermont College
University of Wisconsin
Cornell University
Brown University
University of Chicago
DePaul University
Loyola University
Northwestern University
Northwestern University

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in English. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 2 courses in the Departments of Art, Music, or Modern Languages or other departments designated by the Division (Level I only).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of English contributes to the student's liberal education, the English student should enroll in those Level I courses offered in the Division of Fine Arts and Literature by the Departments of Art, Music, or Modern Languages (or other departments designated by the Division). Courses in the Department of English will not be applied toward the requirements of the Division.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard English Concentration

Communication: 202 Introduction to Linguistics; English: 220 Reading Poetry (120 is prerequisite to 220); 300 Composition and Style; 328 Shakespeare; four historical surveys from 310 English Literature to 1500; 320 English Renaissance Literature; 330 Restoration and Eighteenth Century Literature; 340 Nineteenth Century English Literature; 350 Modern British Literature; two historical surveys from 360 Early American Literature; 361 Romanticism in American Literature; 362 Realism and Naturalism in American Literature; and three 300 level electives in English, one of which must be a Topics or Major Authors course.
Supporting Fields: Six courses, approved by the student's department advisor and appropriate to the career or educational goals of the English major in areas such as communication, business, modern languages, public relations, law, or additional courses in Liberal Arts and Sciences.

II. American Studies Concentration

Communication: 202 Introduction to Linguistics; English: 220 Reading Poetry; 300 Composition and Style; 328 Shakespeare; 222 Introduction to American Culture; 367 Topics in American Studies; three historical surveys from 310 English Literature to 1500; 320 English Renaissance Literature; 330 Restoration and Eighteenth Century Literature; 340 Nineteenth Century English Literature; 350 Modern British Literature; two historical surveys from 360 Early American Literature; 361 Romanticism in American Literature; 362 Realism and Naturalism in American Literature; and two 300 level electives in American literature or American Studies.

Supporting Fields: Art 320 American Art; three courses in American History; and three additional courses in Communication, History, Philosophy, and/or Religious Studies.

III. Teacher of English Secondary Level

In cooperation with the School of Education, the English Department offers a concentration that satisfies the basic requirements for certification for teaching English at the junior high and secondary school levels. The student electing this program should consult with the School of Education immediately upon entering DePaul.

Communication: 202 Introduction to Linguistics; 302 Grammar and Usage; English: 220 Reading Poetry; 300 Composition and Style; 391 Teaching of English; 328 Shakespeare; four historical surveys from 310 English Literature to 1500; 320 English Renaissance Literature; 330 Restoration and Eighteenth Century Literature; 340 Nineteenth Century English Literature; 350 Modern British Literature; three courses from 360 Early American Literature; 361 Romanticism in American Literature; 362 Realism and Naturalism in American Literature; 364 American Genre Studies; 365 Modern American Fiction; 366 Modern Poetry; 369 Topics in American Literature.

Supporting Fields: Students should consult their advisors in the School of Education to select courses in Education towards certification for teaching.

SPECIAL PROGRAMS OR REQUIREMENTS

Internships

A limited number of internships are available to qualified students who wish to acquire significant on-the-job experience in researching, writing, and editing.

Minor in Literature

Six courses: Eng. 220 Reading Poetry (strongly recommended, but not required), Five courses from Eng. 310 (or 311 or 319), 320 (or 329), 328, 330 (or 339), 340 (or 349), 350 (or 359), 360, 361, 362, 364, 365, 367, 369. (No more than two from Eng. 360, 361, 362, 364, 365, 367, 369.) If Eng. 220 is not taken, one 300 level literature elective.
Minor in Creative Writing


Minor in Professional Writing


SEQUENCING

English 120 should be taken early in the freshman year, since it is a prerequisite for English 220 and all 300 level literature courses. The allied fields requirements may be begun at any time; the modern language requirement should be completed by the end of the sophomore year. Majors should anticipate registering for at least one 300 level English class in each quarter of the junior and senior years, but 300 level courses in the major should be started in the sophomore year.

Courses

Unless otherwise noted, all courses carry 4 quarter hours credit.

LANGUAGE AND COMPOSITION

105 College Writing and Research I. Planning, organizing, and writing expository prose with a purpose for an audience; understanding and using patterns of discourse, and writing with a thesis; introduction to library resources. Taken concurrently with History 105. (Four quarter hours.)

106 College Writing and Research II. Developing proficiency in writing expository prose; using rhetorical strategies, synthesizing from multiple sources, and arguing from a thesis; improving research skills and writing research papers. Taken concurrently with History 106. (Four quarter hours.)

107 College Writing and Research I: Three Quarter Sequence. Developing skills in expository prose with a purpose for an audience; understanding and using patterns of discourse, and writing with a thesis; introduction to library resources. Taken concurrently with History 107. (Three quarter hours credit.)

108 College Writing and Research II: Three Quarter Sequence. Developing proficiency in expository prose with a purpose for an audience; using rhetorical strategies, synthesizing from multiple sources, and arguing from a thesis; improving research skills and writing research papers. Taken concurrently with History 108. (Three quarter hours credit.)

109 College Writing and Research III: Three Quarter Sequence. Continued practice in applying skills developed in English 107 and 108. Taken concurrently with History 109. (Two quarter hours credit.)
College Writing and Research I: Unpaired. Same as English 105 except restricted to selected transfer students and other students who need only the first course of the two course sequence in College Writing and Research. Permission of the Director of Writing Programs required. (Four quarter hours credit.)

College Writing and Research II: Unpaired. Same as English 106 except restricted to selected transfer students and other students who need only the second course of the two course sequence in College Writing and Research. Permission of the Director of Writing Programs required. (Four quarter hours credit.)

Creative Writing. Experience in writing and analyzing poetry and short prose fiction. (May not be taken Pass/Fail.)

Technical Writing. Develops proficiency in an explicit, precise style applicable to forms of writing common to technology, science, and business.

Introduction to Reasoned Discourse. Study of the problems of reasoned discourse, emphasizing invention and construction of arguments for varied audiences. (Prerequisite: 106.)

Intermediate Fiction Writing. Writing and analyzing short prose fiction. (Prerequisite: 201. May be taken twice. May not be taken Pass/Fail.)

Intermediate Poetry Writing. Writing and analyzing poems. (Prerequisite: 201. May be taken twice. May not be taken Pass/Fail.)

Composition and Style. Instruction in invention, arrangement, and style, toward developing a clear, concise, and effective prose style. (Prerequisite: 106.)

Writing in the Professions. Improves writing skills useful in semi- and non-technical professions: emphasis on style, tone, awareness of purpose and audience; effective memo, proposal, and report design.

Rhetoric. Study of the principles of rhetoric, the interpretation of texts, and the elements of persuasive writing. (Prerequisite: 208.)

Advanced Fiction Writing. Writing and analyzing short prose fiction, for students with prior workshop experience. (Prerequisite: Consent of instructor. May be taken twice. May not be taken Pass/Fail.)

Advanced Poetry Writing. Writing and analyzing poems, for students with prior workshop experience. (Prerequisite: Consent of instructor. May be taken twice. May not be taken Pass/Fail.)

Topics in Writing. (See schedule for current offerings.)

History of the English Language. Examination of the development of vocabulary and structure of English from its beginnings to contemporary British and American English usage.

Stylistics. Rhetorical, linguistic, and literary analysis of varied styles of writing; practice in applying methods of stylistic analysis to one's own and other authors' writing.

LITERATURE

Understanding Literature. Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres. (120 or equivalent is a prerequisite to all 300-level English courses in literature.)

Reading Poetry. A comprehensive introduction to English and American poetry, poetic forms and meters, and the vocabulary of poetic study. (Prerequisite: 120 or permission of instructor.)

Introduction to American Culture. A multidisciplinary approach to the study of American culture, with emphasis on popular, folk, and academic art forms.
Semiotics. Nonverbal codes and their implications for understanding cultures.

English Literature to 1500. Survey of English literature from the beginnings to 1500.

The Age of Chaucer. Chaucer and other fourteenth-century poets.

Topics in Medieval Literature. (See schedule for current offerings.)

English Renaissance Literature. Survey of English literature from 1500 to 1660.

Milton.

Shakespeare.

Topics in Renaissance Literature. (See schedule for current offerings.)

Restoration and Eighteenth Century. Survey of English literature from 1660 to 1780.

Topics in Restoration and Eighteenth Century English Literature.

Nineteenth Century English Literature. Survey of English literature from 1780 to 1900.

Topics in Nineteenth Century English Literature. (See schedule for current offerings.)


Topics in Irish Studies.

Seminar in Irish Studies.

Topics in Modern British Literature. (See schedule for current offerings.)

Early American Literature. Survey of American literature from the beginnings to 1830.

Romanticism in American Literature. Survey of American literature from 1830 to 1860.

Realism and Naturalism in American Literature. Survey of American literature from 1860 to 1910.

American Genre Studies. Studies in either the American novel, drama, poetry, or the short story.

Modern American Fiction. Major American writers of fiction in the twentieth century.


Topics in American Literature. (See schedule for current offerings.)


African-American Poetry and Drama. Survey of Black poetry and drama from 1865 to the present.

American Indian Literature. Study of literature by Native-American writers with emphasis on twentieth-century works.


Topics in Literature. (See schedule for current offerings.)

Masterpieces of World Literature. Selected works in translation from Homer to the present.

Major Authors. Study of one or two major writers. (See schedule for current offerings.)
Women and Literature. Study of literature about women, with emphasis on works by women authors. (See schedule for current offerings.)

Mythology and the Dramatic Arts. Classical mythology in drama.

Popular Literature. Studies in selected forms of popular literature.

Opera and Drama. Comparative study of forms of theater.

Topics in Comparative Literature. (See schedule for current offerings.)

Senior Seminar in Literature. Intensive study of a literary topic, with emphasis on critical approaches to literature and methods of literary research. Culminates in the writing of a research paper. Strongly recommended for students planning graduate study. (Subject varies; see schedule for current offerings. Prerequisite: Junior or senior standing in English, or consent of instructor.)

PROFESSIONAL

Teaching of English. Developing strategies for teaching composition, literature, and language skills to secondary school students.

Internship. (Prerequisite: Junior standing.)


Newberry Library Seminar. Study at the Center for Renaissance Studies. (See announcements on seminars and eligibility in the Department of English. Permission of Director required.)

Literary and Cultural Heritage. Study tours. (Tour locations, topics, fees, and credit vary.)

Independent Study. (Written permission of supervising faculty member and of department chairman required before registration.)
Environmental Sciences

The Bachelor of Science program in Environmental Sciences is an interdisciplinary curricu-
ulum designed to prepare students for a variety of environmentally-related technical careers
with governmental agencies, private corporations and non-profit organizations. The program
requires 189 credit hours and draws upon the faculty and resources of several departments.
Majors must take a core of Biology, Chemistry, Computer Science, Mathematics and Physics
courses to emphasize the area of Environmental Science most interesting to the student, most
suited to their talents and most appropriate for their career goals. Students may undertake
an optional three month internship with a government agency, industrial firm, business or
non-profit organization. The Internship should be taken after the Junior year and will provide
the student with professional development and real world experience.

FACULTY

Fred W. Breitbell, III, Ph.D., Professor and Director (Chemistry)
Sidney L. Beck, Ph.D., Professor and Chair (Biology)
John V. Dean, Ph.D., Assistant Professor (Biology)
Richard M. McCourt, Ph.D., Assistant Professor (Biology)
Sara J. Melford, Ph.D., Associate Professor (Chemistry)
Thomas J. Murphy, Ph.D., Professor (Chemistry)
Donald O. Van Ostenburg, Ph.D., Professor (Physics)

University of Cincinnati
Brown University
University of Illinois
University of Arizona
Northwestern University
Iowa State University
Michigan State University

Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required
to complete 14 courses distributed through 4 divisions as part of their Bachelor of Science
in Environmental Science. For information concerning the purposes and curriculum of the
Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulle-
tin. The number and distribution of courses in each of the divisions are as follows:
Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Re-
search (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).
Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).
Philosophy and Religion: 4 courses (2 Level I and 2 Level II; Religious Studies 345 Science
and Ethics recommended).
Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II; Geography 101 Earth's
Physical Landscape recommended).
Natural Science and Mathematics: 1 course chosen from among Interdisciplinary Studies 220,
221, 222, 230, Physics 205, Mathematics 301 or Chemistry 222.
DEPARTMENTAL PROGRAM REQUIREMENTS

Core Requirements

Students must take the following 22 courses (85 quarter hours):

Biology: 101 General Biology I; 102 General Biology II; 103 General Biology III; 210 Microbiology; 250 Cell Biology; and 315 Ecology (with Laboratory).

Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II; 115 General and Analytical Chemistry III; 121 Organic Chemistry I; 123 Organic Chemistry II; and 125 Organic Chemistry III.

Computer Science: Either 149 Programming with BASIC or 220 Programming with Pascal.

Environmental Sciences: 350 Environmental Impact Analysis; and 394 Seminar.

Mathematics: 150 Calculus I; 151 Calculus II; 152 Calculus III.

Physics: 150 General Physics I; 151 General Physics II; 152 General Physics III.

Statistics: One of the following: Psychology 240 Introductory Statistics for the Behavioral Sciences; Mathematics 242 Elements of Statistics (crosslisted with sociology 240: Introductory Statistics for the Social Sciences); Mathematics 323 Data Analysis and Statistical Software I; or Mathematics 348 Applied Statistical Methods I.

Electives

Students must take eight of the following courses, at least two in Biology and two in Chemistry (not including Env 395):

Biology: 260 Genetics; 310 Vertebrate Physiology; 316 Phycology; 317 Aquatic Biology; 368 Developmental Toxicology; 370 Immunobiology.

Chemistry: 127 Quantitative Analysis; 210 Physical Chemistry I; 261 Instrumental Analysis; 265 Air Chemistry; 267 Water Chemistry; 269 Industrial Chemical Hazards; 325 Solid Waste Chemistry.

Communication: 220 Public Speaking.

Economics: 335 Energy and Environmental Economics (Prerequisite: Economics 104).

English: 204 Technical Writing.

Environmental Sciences: 395 Environmental Internship.

Geography: 225 Weather, Climate and Man.

Political Science: 320 Dynamics of Public Policy.

An additional Statistics course may be chosen from the following Mathematics courses (check appropriate prerequisites): 324 Data Analysis and Statistical Software II; 326 Sample Survey Methods; 329 Computer Assisted Statistical Analysis; 349 Applied Statistical Methods II; 354 Multivariate Statistics; 357 Nonparametric Statistics.

An additional Computer Science course may be chosen from the following (check appropriate prerequisites): 203 COBOL Programming; 204 Advanced Topics in COBOL; 205 FORTRAN Programming; 215 Introduction to Structured Programming Using C; 225 C Language for Programmers.
SPECIAL PROGRAMS OR REQUIREMENTS

Internship Credit

An internship program (Env 395) is available so that students may gain credit and experience in practical matters in environmental science. Internships consist of working for approximately three months in a real job situation. Internships can be arranged for any time following the junior year.

The normal internship is a carefully structured program which provides a professional experience for the student. Prospective agencies will be carefully monitored so that the student experience will be professional development rather than menial labor. A written "contract" will be required that is prepared by the intern and employer, and states the duties, responsibilities and goals of both parties. Interns will be required to prepare a written report that describes their experiences and professional development during the internship. Students will be allowed to seek either a letter grade or a pass/fail grade.

Courses

All courses carry 4 quarter hours of credit unless otherwise specified.

350  Environmental Impact Analysis. A study of the scientific, regulatory, economic and administrative aspects of several complex environmental problems.

394  Seminar. A series of talks or discussions on selected environmental topics. (1 quarter hour.)

395  Environmental Internship. The placement of students with a government agency, industrial firm, business or non-profit organization. (Prerequisite: Senior status or permission.)
Geography

Donald R. Dewey, Ph.D., Professor and Chair

The modern study of Geography focuses on location, the character of places, movement between places, human impact on physical environments, and regional analyses.

An ignorance of these geographic factors has resulted in—or intensified—many of the planet's pressing problems. Critical economic, political, and cultural decisions affecting all humanity usually disregard elements of our physical and cultural environments and their spatial relationships.

Global crises daily demonstrate a genuine need for fully informed decision makers. The Department's goal is to increase the students' ability to employ geographic information for improved decision making.

This objective can be achieved through the department's curriculum. The courses present the basic concepts involved in the description and analysis of geographic influence on societies. Faculty members introduce students to the theories, methods, and tools used by geographers in their analyses of spatial organization through field trips, cartographic and computer techniques, and other various classroom procedures.

In addition to its standard concentration, the department offers three other areas of concentration: metropolitan landuse planning, travel and tourism, and geographic education.

FACULTY
Donald R. Dewey, Ph.D., Professor and Chair
Richard J. Houk, Ph.D., Professor Emeritus
Vernon E. Prinzing, Ed.D., Assistant Professor
Gerald W. Ropka, Ph.D., Associate Professor

University of Nebraska
Northwestern University
University of Northern Colorado
Michigan State University
LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Geography. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses in the Departments of Art, Music, and English (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Sociology, Psychology, or Economics or other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Geography contributes to a student’s liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the Departments of Political Science, Sociology, Psychology, or Economics (or other departments designated by the Division). Courses in the Department of Geography will not be applied to the requirements of the Division. A significant component of a student’s liberal education is a knowledge of the methods and principles of inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific methodology and its application to the study of human society and institutions.

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core

Geography: 101 Earth’s Physical Landscape; 106 Economic Geography; 110 Earth’s Cultural Landscape; 201 Issues and Areas of Global Tension; 341 Cartography or 342 Computer Graphics; 391 Research Techniques or 395 Seminar in Selected Topics.

I. Standard Concentration

Geography: Common Core plus 100 Nature of Geography; 106 Economic Geography; and six additional geography courses.

Supporting Fields: Six courses selected from courses offered in education, economics, history, sociology, political science and any other discipline selected in consultation with the student’s advisor. Every student potentially interested in graduate study in geography is urged to take both Geography 341 and 342 plus one of the following statistics course: Mathematics 242 Elements of Statistics (cross-listed with Sociology 240) or Economics 342 Statistics for Economics.
II. Metropolitan Landuse Planning Concentration

Geography: Common Core plus 100 The Nature of Geography; 106 Economic Geography; 133 Urban Geography; 321 Chicago Metropolitan Area; 333 City Problems and Planning; 368 Industrial & Commercial Location Analysis; 376 Population and Urban Demographics, and two additional geography courses.

Supporting Fields: Six courses to be selected from the following: Econ. 103 Principles of Macroeconomics; Econ. 104 Principles of Microeconomics; Econ. 342 Statistics for Economics; Pol. Sci. 120 American Political System; Pol. Sci. 224 Public Administration; Pol. Sci. 225 State Politics; Pol. Sci. 322 Urban Policymaking; Pol. Sci. 323 Chicago Government and Politics; Soc. 101 General Sociology; Soc. 203 Minority Studies; and Soc. 230 The City.

III. Travel and Tourism Concentration

Geography: Common Core plus 100 The Nature of Geography; 225 Weather, Climate and Man; 240 Maps and Man or 341 Cartography or 342 Applied Computer Graphics; 370 Recreation and Leisure; 398 Independent Reading and Research; 395 Seminar in Selected Topics. Plus four regional courses in geography.

Supporting Field: Seven courses are recommended but may be altered in consultation with the geography advisor to meet specific needs of students. The recommended courses are: Accounting 233 Accounting for Non-majors, Marketing 301 Principles of Marketing, Marketing 302 Marketing Management, Computer Science 201 Business Computing, Communication 211 Interpersonal Communication, Communication 220 Public Speaking, and Communication 344 Advertising.

Liberal Studies Program: Regular requirement but Economics 103 should be taken as one of BSS lower Level I courses. Art 102 should be one of the Level I courses in the Fine Arts and Literature Division.

IV. Teacher of Geography, Secondary Level

In cooperation with the School of Education, the Department of Geography offers a concentration of study that satisfies the basic requirements for a specific area of study, with certification for teaching that concentration of study at the junior high and secondary school levels.

Geography: Common Core (with the exception of 395 Seminar in Selected Topics) plus 354 Contemporary Methods in the Teaching of Geography; two courses from 125, 225 and 301; one course from 133, 333, and 370; and three regional geography courses.

Students should consult with their advisor in the School of Education concerning courses needed in addition to Geography to satisfy this concentration.

SPECIAL PROGRAMS

Geography Minor

A minor in geography consists of a minimum of 24 hours. Two courses are required: Geography 101 Earth's Physical Landscape and Geography 110 Earth's Cultural Landscape. Two additional courses are to be selected from the 100 or 200 level and two from the 300 level. The latter four are to be selected with the approval of the student's Department of Geography faculty advisor.
GEOGRAPHIC CONCEPTS

100  **The Nature of Geography.** An introduction to the discipline of geography, including its methods and sub-fields of investigation.

106  **Economic Geography.** Describes and analyzes factors affecting the productivity and utilization of resources and manufactured goods present and future ability of the earth required to satisfy the needs of the earth's expanding population.

110  **Earth's Cultural Landscapes.** Survey of human demographics and the characteristics of cultures examined at the local, regional and world scale.

120  **Urban Environmental Problems.** Survey and analysis of urban environmental problems, their geographic arrangement and impact on the quality of life.

133  **Urban Geography.** Elementary concepts and principles of spatial analyses necessary for an understanding of the physical and social structure of American cities.

201  **Geo-Strategy: Global Hot Spots.** Presents an awareness of current major international problems based upon analyses of their geographic backgrounds.

216  **Medical Geography.** An introduction to epidemiology, and a survey of the spatial aspects of human health problems and the structure of the health systems designed to prevent and treat human health problems.

230  **Problems of Modern Transportation.** An overview of the development of transportation systems with major emphasis on current transportation problems on local and national scales.

333  **City Problems and Planning.** An introduction to the development of Urban design and futuristic models of cities emphasizing the role of city planning in preventing or solving urban problems.

350  **World of Wine.** An analysis of the geographical factors which influence the global production and distribution of wine. Students must be over 21 years of age. (Consent of the instructor. Material Fee required payable first day of class.)

368  **Commercial and Industrial Location** (cross-listed as Economics 368 and Marketing 368). Description and analysis of the factors involved in selecting locations for commercial and industrial facilities.

370  **Geography of Recreation and Leisure.** Location and development of the urban and rural recreational landscape as mankind organizes space to meet leisure time and recreational needs.

376  **Population and Urban Demographics.** An introduction into the study of population growth, demographic characteristics, settlement patterns, and the methods of population growth forecasting.
TOOLS AND TECHNIQUES OF GEOGRAPHY

240 Maps and Man. An introduction to basic elements of map reading and interpretation. Students will become acquainted with an extensive variety of maps, their sources and components, and their different uses.

341 Cartography. Introduction and practice in the proper design and production of thematic maps. A discussion of conventional cartographic techniques, drafting with pen and ink, and methods of displaying data on maps is followed by practical experience in designing and drawing maps.


354 Contemporary Methods in the Teaching of Geography. What, when and how to teach geographic concepts, with emphasis on the neighborhood as spatial setting for simulation, role playing and cooperative methods. (May be taken for education credit as Education 354.)

391 Research Techniques. Introduces students to geographic research methods through a series of seminars and a research project.

395 Seminar on Selected Topics. Upper-division seminar concerned with the study of selected geographic problems. (Prerequisite: Geography 100 and/or consent of the instructor.)

398 Independent Reading and Research. Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. (Prerequisite: Junior or senior standing and consent of the instructor.)

THE NATURAL ENVIRONMENT

101 Earth's Physical Landscape. Spatial organization and evolution of the earth's natural environment, including climatic systems, erosional forces, land-forms, vegetation patterns, etc.

105 Elements of Geology (cross-listed with Physics 105). Natural forces shaping the earth's surface, including a historical perspective of its past.

210 Conservation. This course examines Man's uses of the natural physical environment and his impact on it in creating the human habitat.

225 Weather, Climate and Man. An introduction to atmospheric elements and weather forecasting plus the relationship between climatic conditions and human activity.

301 Introduction to Oceanography. Formation and exploration of the oceans and their political and economic significance.

REGIONAL ANALYSES

Courses listed below are detailed regional appraisals of the geographic phenomena within the area considered. Stress is placed on the complex of cultural and physical features—their nature, distribution, and interrelationship—significant to the population.

124 The United States and Canada. An introductory survey.

215 People and Problems of Developing Nations. (Comparative studies of people and land in Africa, Asia, and Latin America.)

218 Spain and Portugal: The Iberian Impact.

311 Patterns of the Pacific. (Australia, New Zealand, and South Pacific Islands.)

312 Arab Africa and the Middle East.
314 Peasants, Problems and Potential in South and Southeast Asia.
315 The Good Earth. An analysis of contemporary China, Japan and Korea.
316 Western Europe: Physical, Economic and Cultural Contrasts.
317 Eastern Europe and the USSR: Physical, Economic and Cultural Contrasts.
320 Illinois, Upstate, Downstate.
321 Metropolitan Chicago: Survey and Reconnaisance. Extensive field trips make possible on-the-spot study of local phenomena of major importance in analyzing Chicago's urban geography. (Transportation fee required.)
322 Eastern United States.
323 Western United States.
324 Canada.
326 Mexico, Central America and the Caribbean: Physical and Cultural Environments.
327 South America: Physical and Cultural Environments.
The educational aims of the Department of History are (1) to provide a basic foundation of historical knowledge for those who plan to make a career in the discipline and (2) to address the needs of students in other areas of specialization or students who wish to avoid excessive specialization.

The history student will develop skills in listening ability, reading for meaning, and the analysis of documents and data. Through practice, the history student will acquire the ability to gather material, organize data within coherent schema, abstract universals, interpret, judge, analyze, solve specific problems, and finally communicate conclusions clearly both in oral and written form. Such skills and abilities to think critically can be used in a number of occupations: business, law, teaching, journalism, politics, administration, library and archival work, scientific research, homemaking.

The history student will also develop a personal philosophy because the study of history involves empathic experiences and emotional catharsis as well as intellectual development. The student's immersion in the past, involving history in its humanistic as well as its social-scientific aspects, will help to provide the judgment, awareness, intellectual curiosity, and, above all, clarification of values so necessary for life.

The history program is flexible and may be adapted to various purposes. In particular, courses in the supporting fields and elective areas may be combined with the major field to form a coherent concentration in such areas as Afro-American Studies, Latin-American Studies, or General Business.

**FACULTY**

Cornelius Sippel, Ph.D., Associate Professor and Chair
Donald J. Abramske, Ph.D., Professor Emeritus
Thomas Croak, C.M., S.T.D., Ph.D., Assistant Professor
Lillie J. Edwards, Ph.D., Associate Professor
Albert Erlebacher, Ph.D., Professor
Bruce L. Fenner, Ph.D., Associate Professor
Robert F. Fries, Ph.D., Professor Emeritus
Robert Garfield, Ph.D., Associate Professor
Gregory C. Kozlowski, Ph.D., Associate Professor
James P. Krokar, Ph.D., Associate Professor
Joseph H. Lehmann, Ph.D., Professor Emeritus
Felix Masud-Piloto, Ph.D., Assistant Professor
Howard O. Lindsey, M.A. Assistant Professor
Richard J. Meister, Ph.D., Professor

University of Michigan
University of Chicago
Carnegie-Mellon University
University of Chicago
University of Wisconsin, Madison
Carnegie-Mellon University
University of Wisconsin, Madison
Northwestern University
University of Minnesota
Indiana University
Northwestern University
Florida State University
University of Michigan
Notre Dame University
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in History. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required. 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106.)

Fine Arts and Literature: 3 courses are required in the Departments of English, Art, Music, or Modern Languages or other departments designated by the Division (2 Level I courses in different departments and 1 Level II course, excluding History).

Philosophy and Religion: 3 courses are required in the Departments of Philosophy and Religious Studies or other departments designated by the Division (2 Level I courses in different departments and 1 Level II course).

Behavioral and Social Sciences: 4 courses are required in the Departments of Sociology, Psychology, Economics, Political Science, or Geography or other departments designated by the Division (2 Level I courses in different departments and 2 Level II courses, excluding History).

Natural Sciences and Mathematics: 4 courses are required in the Departments of Biological Sciences, Chemistry, Computer Science, Physics, or Mathematics or other departments designated by the Division (2 Level I courses in different departments and 2 Level II courses).

In addition, two other courses must be taken in different divisions (1 Level I course and 1 Level II course).

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

History: 140 Historical Concepts and Methods (taken before junior year); 220 The One World of the Twentieth Century; three courses from the Thematic category; three courses from the Integrative category; one from each of three different areas, plus 397 Coordinating Seminar (which may be taken only during the senior year); and three additional courses from any categories.

Political Science: Two courses.

Geography: Two courses. Students specializing in European history must take either Geography 316 Western Europe: Physical, Economic, and Cultural Contrasts; or 317 Eastern Europe and the USSR: Physical, Economic and Cultural Contrasts.
HST

Supporting Fields: A total of four courses from economics, sociology, literature (English, French, German or Spanish) or history of art. Courses in other fields may be substituted with consent of the student’s advisor. In addition, seven courses are to be elected in consultation with the student’s departmental advisor in accordance with the particular interest of the student.

II. Pre-Law Concentration

History: 140 Historical Concepts and Methods (should be taken before junior year); 220 The One World of the Twentieth Century; 328 English Constitutional History; 385 United States Constitutional History to 1865; 386 United States Constitutional History Since 1865; 394 The Law, The State and Freedom in America; 395 Historical Sources and Evidence: Nuremberg to Central America; 397 Coordinating Seminar (which may be taken only during the senior year); and three other courses from either the Thematic or Integrative categories. Supporting Fields: English 208 Introduction to Reasoned Discourse and 306 Rhetoric; Philosophy 303 Critical Thinking; Political Science 222 American Political Parties. In addition, nine courses are to be chosen in consultation with the student’s departmental advisor in fields other than history.

III. Teacher of History Secondary Level

In cooperation with the School of Education, the History department offers a concentration of study which combines the requirements for a major in History with certification for teaching history at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education counselor as soon as possible after entering DePaul.

History: 140 Historical Concepts and Methods (should be taken before senior year); 220 The One World of the Twentieth Century; 393 Teaching History and the Social Sciences; 397 Coordinating Seminar; and eight additional courses, four from the Thematic category and four from the Integrative category. Students can choose no more than three courses in each geographical area. At least three courses must be in United States History.

SPECIAL PROGRAMS

History Minor

Twenty-four hours of history to be distributed as follows: 140 Historical Concepts and Methods (should be taken before junior year) 220 The One World of the Twentieth Century. Two courses each from the Thematic category and two courses from the Integrative category with no more than one from a single area.
Courses

All courses except History 392, 398 and 399 carry 4 quarter hours credit.

FOUNDATION

105  World Civilization I. This course will examine the phenomenon of civilization as experienced by West Asian, South Asian, East Asian, African and Pre-Columbian American societies to 1500 A.D. To be taken concurrently with English 105. (Four quarter hours credit.)

106  World Civilizations II. This course will examine the evolution of civilization in Europe and the Western Hemisphere and the global integration of all societies since 1500. Taken concurrently with English 106. (Four quarter hours credit; prerequisite: 105)

107  World Civilization I: Three Quarter Sequence. This course will examine the phenomenon of civilization as experienced in West Asian, South Asian, and African societies before 1500. Taken concurrently with English 107. (Three quarter hours credit.)

108  World Civilization II: Three Quarter Sequence. This course will examine the phenomenon of civilization in East Asia, Southeast Asia, Pre-Columbian Americas, Europe, Colonial Latin American and Colonial Anglo America before 1800. Taken concurrently with English 108. (Two quarter hours credit.)

109  World Civilization III: Three Quarter Sequence. This course will examine the evolution of civilization towards the global integration of all societies since 1500, including the expansion of European civilization and the impact of colonialism on the rest of the world. Taken concurrently with English 109. (Three quarter hours credit.)

110  World Civilization I: Unpaired. Same as History 105 except restricted to selected transfer students and other students who need only the first course of the two course sequence in History. Permission of the instructor is required. (Four quarter hours credit.)

111  World Civilization II: Unpaired. Same as History 106 except restricted to selected transfer students and other students who need only the second course of the two course sequence in History. Permission of the Instructor is required. (Four quarter hours credit.)

118  Introduction to the History of Latin America. This course will examine the entire area as a political, economic and cultural unit by focusing on the major historical trends and issues of representative nations.

140  Historical Concepts and Methods. An introductory examination of how historians arrive at their conclusions and how those conclusions are influenced by bias, changing cultural values and ideology.

141  Oral History. An examination of the philosophy and techniques of oral history and its application to a variety of areas such as immigration and ethnic history, family history, urban history, economic and labor history.

142  Quantitative Historical Methods. A study of the use of quantitative methods in history with an opportunity to apply such methods to a particular historical problem.

220  The One World of the Twentieth Century. As survey of the political, cultural and technological developments of the years since 1900, concentrating on the growth of a single world-wide civilization and on the changing international balance of military, political and economic power. (Prerequisite: 105 and 106 or equivalent.)
THEMATIC

250 Assassination and Terrorism: Latin America. A study of important political assassinations, theories of assassination and terrorist groups in Latin American history.

251 Assassination and Terrorism: United States and Europe. A study of important political assassinations, theories of assassination and terrorist groups in American and modern European history.

252 The World Since 1945. A survey of major political, economic, cultural and social changes in the Post World War II era.

253 Race, Nationality and National Consciousness.

254 The City in History.

255 Foreign Relations and Global Consequences. The major crises of American foreign relations since World War II including the development and evolution of the Cold War.

256 Psycho-History.

257 Hitler, Mussolini and Their Times. The origins and character of Fascism, especially under Mussolini and Hitler, and its subsequent victories and defeats in World War II.

258 Women in History.

259 History of Science

261 Themes in European History.

262 Themes in Latin American History.

263 Themes in United States History.

264 Themes in the History of Africa.

265 Themes in Afro-American History. (Cross-listed with Religious Studies 215 when its focus is on religious issues.)

266 Themes in the History of Imperialism.

267 Themes in the History of Asia.

268 Revolution in Asian History.

271 Man and Ideas in History.

272 Fascism and Counterrevolution. An analysis of the various ideological trends that form the mature fascism of the period 1920 to the present. (Prerequisite: Political Science 130 or 150.)

273 The Greek Experience. A study of Hellenic history to Alexander, concentrating on the fifth century BC, and utilizing primary sources such as Herodotus, Thucydides, Xenophon, Plato, Aristotle, Euripides, and Sophocles. Texts are in translation. (Prerequisite: English 120.)

275 The Film and History.

276 Peasants in Modern European History. An analysis of the significance and ultimate disappearance of the peasantry, formerly the numerically dominant group in European society, emphasizing both its social history and the methods needed to study the non-literate.

INTEGRATIVE

Integrative courses are normally offered only in alternate years.
European

315  Medieval People and Institutions. An introduction to the varied political, economic, social, and religious realities and developments which shaped the lives of Medieval men and women.

316  God, Self, and Society in Medieval Culture. The roots of Western thought in Medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography.

317  Individual and Society in Renaissance Italy. The flowering of culture, humanism, and the arts in fourteenth and fifteenth century Italy. Renaissance politics, patronage, and diplomacy. Religion and the Papacy.

318  The Age of Reformation. Late Medieval religion and society: the Reformation of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world.


328  English Constitutional History. A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems.

332  French Revolution and Napoleon. Political and economic failure of the Old Regime, influence of the philosophers, the rise and fall of revolutionary idealism, the spread of revolutionary principles, the development of imperialism and dictatorship under Napoleon, the settlement of Europe at the Congress of Vienna.

333  Europe from Metternich to Bismarck. The decline of the aristocratic-clerical order, the emergence of capitalism, the appearance of liberal states, and the rise of nationalism in Italy and Germany.

334  Europe in the Age of German Ascendancy. Continental culture, development of imperial rivalries, failure of internationalism and the coming of World War I.

335  Europe Since 1914. A study of the main currents of international affairs during the period, and domestic problems of the leading states, with emphasis upon the dynamic of power politics.

336  Expansion of Europe I: The Age of Discovery. A survey of the political, intellectual and scientific roots of the expansion of Europe and of the main voyages of discovery between 1400 and 1825.

337  Expansion of Europe II: The Age of Empires. Causes of the establishment of European empires in the 19th and 20th centuries, the nature and effect of empires, the reasons for their disappearance and their legacy for Europe and the non-Western world.

338  Modern Britain Since 1715. Development of Parliamentary sovereignty: social, political, and economic reforms: political parties and rise of the labor movement: British foreign policy during the period.

355  Russia Under Khans and Tsars. The Kievan period, the Mongol invasions, Ivan the Terrible, the emergence of modern Russia, 19th century tsarist autocracy and the formation of the radical tradition.

356  Soviet Russia, 1905 to the Present. The Bolshevik revolution, Stalin's rise to power, the Five Year Plans, the Second World War and Russia's place in the modern world.

357  History of Spain and Portugal. An analysis of the social, economic, political, and intellectual development of the Iberian Peninsula from the time of Ferdinand and Isabella.
Eastern Europe to 1800. A survey of the area's settlement by Slavic and non-Slavic peoples, the establishment of medieval states, the East European Renaissance and Reformation, and the growth and structure of multi-national empires.

Eastern Europe, 1800 to Present. A survey of the decline of empires and the rise of nation states; the destruction of traditional agrarian societies; the impact of World War II; and the establishment of Communist regimes.

Asian and African

Islam in World History: The Foundations (formerly 341). A study of Islam as a religious faith, a civilizing tradition and a political system from the time of the Prophet to the 12th century.

Great Islamic Empires. Examines the social, cultural and economic histories of the Ottoman-Turkish, Safavid-Iranian and Mughal-Indian empires which dominated the Muslim world in the crucial centuries between the end of the Mongol empire and the advent of European dominance.

Islam and the West in the Modern World (formerly 342). An examination of the economic, cultural and political interaction of Europe and the Islamic world.

Scholars and Samurai: Traditional Chinese and Japanese Civilizations. An examination of the major elements of traditional Chinese and Japanese civilization, emphasizing religion, philosophy, ethics, and political and social structures.

Revolutionary China and Modern Japan. An examination of the coming of the Europeans, the transformation of traditional Chinese and Japanese civilizations, the rise of nationalism and revolution in China, the modernization and militarization of Japan, and post-World War II developments in East Asia.

Africa: The Age of Empires, African History to 1800. A study of African history from earliest times, concentrating on the political, social, and religious aspects of major African States and empires.

Africa: The Age of Conquest; African History 1750–1900. The focus is on the origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent.

Africa: The Age of Revolution; African History 1900 to the Present. The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence.

India to 1700. Examines the social, cultural and political histories of South Asia from prehistoric times to the waning of the Mughal Empire.

India Since 1700. Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the Third World.

Latin American

Ethnohistory: The Study of Pre-Literate Peoples. Studies of traditional cultures and ethnic groups, especially of non-western societies throughout Latin America.

Exploration and Conquest of the Americas, 15-16th Centuries. A history of European expansion in the Americas, with special attention to voyages of discovery and the first encounters with native Americans.

Colonial Latin America: Power and the Development of a Multi-racial Society. The multi-cultural origins of colonial rule in the Americas from the 15th to the early 19th century.
Independence and Nationalism: The Making of Modern Latin America. A survey of 19th and 20th century Latin America, starting with the wars of independence and emphasizing the rise of nationalism and ideological struggles.

Latin America: The Struggle Between Left and Right (formerly 363). A survey of 20th century Latin America from the Mexican Revolution to the present, emphasizing populism, revolution and counterrevolution.


Inter-American Affairs (formerly 366). A mostly twentieth-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and inter-dependence theories.

From Columbus to Castro: The History of the Caribbean. The history of the Caribbean from colonial times to the present, with special emphasis on the factors that give each nation its particular character (formerly 367).

Hispanics in the United States (formerly 368). A study of Spanish speaking people in the United States and their relations with other Americans. The course will concentrate on Mexican Americans since the Mexican-American War, Puerto Ricans since 1898, and Cuban Americans since Castro.

Cross Cultural Contact and Conflict in the Americas. A survey of encounters between peoples of different ethnic groups from 1492 to the present.

United States

History of Chicago. A history of the founding and evolution of Chicago from a frontier village of a major industrial, commercial, and cultural center.

The Origins of the Afro-Americans: Afro-American History to 1750. Europeans in West Africa, the middle passage, slavery in the West Indies, development of the Slave trade, introduction of slavery into the American colonies.


Toward Freedom: Afro-American History, 1860 to the Present. Reconstruction and its aftermath, Black self-help organizations, the Black Renaissance, Black participation in the World Wars, the civil rights movements.

The Black Mind in America. Black contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present.

History of Communications in the United States. A survey of major developments in printed media in the United States from the seventeenth century to the present.

The Beginnings of American Civilization to 1760. The discovery, exploration, and settlement of the eastern seaboard, with discussion of significant political, economic, and social consequences.

The Age of the American Revolution. The establishment of American independence, adoption of the Constitution; the first years of the republic considered in analytical detail.

Jefferson, Jackson, and the Coming of the Civil War. The historical forces that shaped the early growth and development of the republic.

Civil War and Reconstruction, 1860–1877. The causes of the war, its development and major problems of the peace.
The Emergence of Modern America, 1877–1914. New culture patterns, political party battles, growth of big business and organized labor, Populism and the Progressive period.

America in the Age of World War, 1914–1945. A consideration of World War I, the Twenties, the Great Depression, the New deal, World War II.

The United States Since 1945. Significant developments in American life during the period after World War II.

America in the Nineteenth Century: The Development of the Pragmatic Tradition. A study of the social development of the American people and of patterns of thought, religion, and art.

American Civilization in the Twentieth Century: Ideas and History. Continuation of course 378.


Topics in American History. Taught in cooperation with the English Department. May carry credit in English or History.

United States Constitutional History to 1865. Examines the English colonial charters, the constitutional aspects of the American Revolution and the federal constitution; explores the concepts of federalism and separation of powers with reference to major Supreme Court decisions.

United States Constitutional History since 1865. Problems of industrial regulation, civil liberties, constitutional issues of the New Deal and controversies arising during and after World War II, including the major decisions of the Warren court.

SPECIAL

Extramural Internship. Selected students are placed in work-study positions, under faculty supervision to help prepare themselves for non-teaching careers with background in historical technique. Credit variable.

Teaching History and the Social Sciences.

The Law, the State, and Freedom in America. (Pre-law.)

Sources and Evidence: Nuremberg to Central America. (Pre-law.)

Coordinating Seminar. Open to seniors majoring in History. Others may take course with permission of instructor.

Study Tour. An in-depth, on-sight overview of the historical, political, social and economic reality of a foreign country. Credit variable.

Independent Study. Majors only. Credit variable. (Prerequisite: Junior standing, approval of instructor and chair.)
Honors Program

The College of Liberal Arts and Sciences Honors Program offers a challenging alternative to the Liberal Studies Program for well-prepared, serious students majoring in any discipline. As a group, the courses in the Honors Program emphasize an interdisciplinary and cross-cultural approach to learning and are more demanding than the normal Liberal Studies courses in the sense that they rely on more challenging readings, more frequent discussion-based learning, and more extensive writing and research assignments. The program consists of a structured series of courses taken in sequence throughout the student's four years at DePaul and also includes a regular schedule of lectures, receptions, and other special events to which Honors students are invited. Students who complete the Honors Program will be exceptionally well-prepared for graduate and professional study.

Students are invited to join the Honors Program at the beginning of their freshman year at DePaul. Invitations are issued on the basis of the student's high school record and entrance examination scores. In exceptional cases, DePaul freshmen may be considered for the Program after their first quarter. Interested transfer students also may be considered for Autumn Quarter admission to the Program provided that they have completed no more than one year of course work at their previous university. To graduate from the Honors Program, students must have attained a 3.4 grade point average by the last quarter of their senior year. Students who do not make satisfactory progress may be asked to leave the program.

Stanley J. Damberger, Director; James Block, Associate Director.

REQUIREMENTS

The Honors Program is a modification of the Liberal Studies Program for Honors Studies. The Program consists of twenty courses representing 80 quarter hours. These include an eleven course core, a three course science requirement, a three course modern language sequence, in addition to the college requirement, and a three course junior year sequence.

CORE COURSES

The Honors Program core consists of the following courses: Honors 101; 102; 103; 104; 105; 201; 202; 203; 204; 300; 350.

Science: Honors students majoring in areas other than Biological Sciences, Chemistry, Physics or Environmental Sciences must take one of the following three course sequences: Biology 101, 102, 103; CHE 111, 113, 115; Mathematics 150, 151, 152; Mathematics 160, 161, 162; Physics 150, 151, 152; Physics 170, 171, 172; Biology 110 (Honors); Chemistry 105 (Honors), Physics 203 (Honors). Mathematics majors may not take one of the Mathematics sequences to satisfy this requirement.

Honors students majoring in Biological Sciences, Chemistry, Physics, or Environmental Sciences satisfy the science requirement by taking Interdisciplinary Studies 220, 221, 222.

Modern Language: Honors students must complete one year of modern language study at an appropriate level. Honors students majoring in a modern language must complete a year of study in a second language.

Junior Year Options: All Honors students must complete one three course sequence from among: IDS 210, 211, 212, IDS 220, 221, 222, or other options available in different academic years. With the approval of the program director, a seminar at the Newberry Library may be substituted. Ideally, the selected three course sequence should be taken during the junior year, but, with the permission of the director, the junior year sequence can be taken during the senior year.
Foreign Study: The Foreign Study Program of the College of Liberal Arts and Sciences offers several Quarter Abroad Programs. Such an experience is particularly appropriate for Honors students and, though not required, is strongly recommended. Honors students interested in Foreign Study should plan this for their junior year and should make certain that they have fulfilled appropriate modern language prerequisites before that point in their undergraduate careers.

**MODEL CURRICULA**

Honors students should follow one of the following three model curricula depending upon their major. They should consult with their departmental advisors about the optimal way of integrating Honors requirements with major field requirements. Honors requirements are italicized.

**Model Honors Curriculum for Non-Science Major**

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<th>Freshman Year</th>
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<td>Relig. &amp; Human Exper. (104)</td>
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MODEL CURRICULUM FOR NON PRE-MED SCIENCE MAJORS

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MODEL CURRICULUM FOR PRE-MED STUDENTS

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*The Science and Civilization Sequence may be taken during the senior year.*

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### Courses

Honors core courses are open only to students who have been admitted to the Honors Program. Each course carries 4 quarter hours of credit.

101 **Writing and World Literature.** An introduction to the process of reading and writing about literature. Students read literary selections drawn from different cultures to develop and enhance skills in literary-critical analysis. Extensive writing assignments are designed to ensure the ability to write at a high level of competence.

102 **World Civilizations I.** This course will examine the phenomenon of civilization as experienced in West Asian, South Asian, East Asian, African, and Pre-Columbian American societies to 1500 A.D.

103 **World Civilizations II.** This course will examine the evolution of civilization in Europe and the Western Hemisphere and the global integration of all societies since 1500 A.D.

104 **Religion and Human Experience.** This course explores the nature of religion and its function in human life. It analyzes different approaches to the study of religion and applies those theories to a range of religious phenomena drawn from different periods and cultures. It exposes students to the varieties of religious experience and expression and to multiple ways of being religious.

105 **Philosophical Inquiry.** This course is an introduction to philosophy as a mode of inquiry. It involves learning about philosophy as a set of issues, considers some of the questions these issues raise, and discusses how philosophers have tried to deal with them.

201 **The Contemporary World.** This course introduces students to twentieth century history and to the social and political forces and movements that have shaped the modern world. The course emphasizes four themes: the modern state, modern economies, changing patterns of social relationships, and global geo-political processes.
202 **Art, Artist and Audience I.** The first part of a two quarter sequence devoted to art, literature, and music that will enable students to see the relationships among the respective arts as well as the individual art's uniqueness. Art is emphasized in this quarter and the literature section introduced.

203 **Art, Artist and Audience II.** A continuation of 202 beginning with a section on literature but with the major emphasis on music.

204 **The Urban Experience.** This course will explore cities as cultural systems. It introduces various disciplinary methods of inquiry into the urban experience, defines the essential characteristics of urban life, explores classical social theories dealing with urban life, and draws comparative lessons between Chicago and other urban environments.

300 **Junior Honors Seminar.** Offered two or three times a year, the topics of the junior seminar will vary. Each offering, however, will build upon a concept introduced in a previous core course and will involve a substantial research paper.

350 **Senior Honors Seminar.** The senior seminar meets one evening each month for the entire senior year. Each meeting will center around the discussion of a particular reading or set of readings.
Interdisciplinary Studies

Interdisciplinary studies is the designation for a special set of Liberal Studies courses offered within the divisions. These courses offer alternatives to the normal departmental offerings for fulfilling the requirements of the division in which they are located.

These courses differ from most departmental offerings in that they employ and compare the methods and concepts of several disciplines. Like departmental offerings, they apply these methods and concepts to an analysis of subject matter appropriate to the division in which they are located. Generally these courses are more demanding than most Liberal Studies courses and frequently they use classic writings from several disciplines. Such courses do not merely transcend the intellectual boundaries of various disciplines; they create and explore new, wider fields of study.

Courses

100  **The Nature of Science.** The epistemology of scientific knowledge: science as a human activity; the creation of concepts and theoretical models and their relation to reality. May be taken for BSS Level I credit, but may not be used as a prerequisite for Level II courses. (Cross-listed with Physics 100.)

210-211-212  **Great Ideas, The Individual, and Society.** A three course sequence dealing with western thought on the nature of society, politics and the individual with readings drawn from the Great Books. The course is taught over three quarters. The first quarter focuses on classical antiquity and the middle ages. The second quarter focuses on the Renaissance and the early modern period. The third quarter deals with the modern period. If the full sequence is taken, it may be counted for two Level I courses and one Level II course in the BSS Division. If two of the three courses are taken, they may be counted for two Level I courses in the BSS Division. The full sequence is a junior year option for students in the Liberal Arts and Sciences Honors Program.

220-221-222  **Interactions of Science and Civilization.** A three course sequence designed to provide information about the history of science, to develop a deeper comprehension of scientific method, to increase understanding of the interaction of science with the socio-cultural context, and to develop a clearer and more sophisticated appreciation for the ethical implications of scientific discovery and for the role of ethical choice in the professional life of the scientist. The first quarter deals with the period from antiquity to the mid-17th century. The second quarter, subtitled "Science in an Age of Laws and Certainty," treats the period from 1650 to 1905. The third quarter treats modern issues and problems. Science majors may count part of the sequence toward their NSM requirements. (See page 29 of the Bulletin for details.) The entire sequence is required for Liberal Arts and Sciences Honors students who are majoring in Biology, Chemistry, Physics, or Environmental Science. It is a junior year option for Honors students who are not science majors and who have completed their required three course science sequence.

390  **Special Topics.** Variable credit.

399  **Independent Study.** (Consent of Dean's office required.) Variable credit.
Using an interdisciplinary framework, the International Studies Program explores the interactions among peoples and nations that are separated by cultural and geo-political boundaries. This field draws on the insights and finding of the social sciences (Political Science, Economics, Sociology, Geography and Anthropology) as well as History, Literature and the Arts. Students in this area master information about the origins and development of different peoples and nations, the patterns of conflict and cooperation that have shaped the relationships between nations, and issues and problems that affect the future global order. This program is designed for students who are interested in a future with an international dimension (perhaps international law, diplomacy, international business, cross-cultural communication, international travel).

The International Studies Program allows students to concentrate in one of six areas: European Studies, Latin American Studies, Marxist Systems, International Political Economy, Third World Studies, and War/Pace Studies. In choosing among these options and selecting course work in the concentration, students should consult with the Director of the Program.

FACULTY

Robert Rotenberg. Ph.D., Associate Professor, Sociology, Director

Roberta Garner, Ph.D., Professor, Sociology

Animesh Ghoshal, Ph.D., Associate Professor, Economics

Richard Houk, Ph.D., Professor, Geography

James Krokar, Ph.D., Associate Professor, History

Elizabeth Lillehøj, Ph.D., Assistant Professor, Art

Rose J. Spalding, Ph.D., Associate Professor, Political Science

Mirza Gonzalez, Ph.D., Associate Professor, Modern Languages

University of Massachusetts, Amherst

University of Chicago

University of Michigan

Northwestern University

University of Indiana

Columbia University

Northwestern University

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are expected to complete 16 courses distributed through four divisions as part of their Bachelor of Arts in International Studies. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the division are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses (2 Level I courses which will be Economics 104 Microeconomics and Political Science 150 Political Systems of the World; and one Level II, not to include either Sociology 102 Cultural Anthropology or Geography 201 Geo-Strategy: Global Hot Spots).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Students may be able to reduce their Level II Liberal Studies requirements by three courses in order to satisfy the foreign language requirement (see below) of the International Studies Program.
PROGRAM REQUIREMENTS


During the senior year, students should take International Studies 301 Senior Seminar. This program offers areas of concentration in European Studies, Latin American Studies, Marxist Systems, Third World Studies, International Political Economy, and War/Peace Studies. In consultation with an advisor, students should select 6 courses in their area of concentration from a list of approved courses.

Foreign Language Requirement

Students in this major are required to complete a language sequence through the intermediate (106) level or demonstrate comparable proficiency through a language examination. The student may use the Modern Language Option of the Liberal Studies Program to satisfy the second year of the foreign language requirement. Electives should not include any additional Level I or Level II Liberal Studies courses in the BSS division.

SPECIAL PROGRAMS

Minor

The minor concentration in International Studies provides the non-major with an overview of the origins and development of peoples and their nations, patterns of conflict and cooperation that have shaped relations between peoples, and problems that affect the future global order. The following sequence of courses totaling twenty-four hours is required:

201 The Evolution of the Modern Nation State;
202 International Conflict and Cooperation;
203 International Movements in the 20th Century; plus three additional courses from among the concentration electives approved by the Director.

In addition, students are required to demonstrate to the satisfaction of the Modern Languages Department introductory competence in a foreign language (Level 103 or higher).

Courses

All courses carry 4 quarter hours credit.

Foundation

201 The Evolution of the Modern Nation State. This course focuses on the complex relationship between ethnic identity and national identity and explores how this relationship shapes the evolution of the modern state. The historical consolidation of the nation state and the development of national institutions are analyzed, using examples from both 19th and 20th century Europe and the contemporary Third World.
202 **International Conflict and Cooperation.** This course analyzes the nature of power in the international arena, conflicts that emerge among nations, and processes through which conflict may be resolved. Themes include the culture of war, aggression, imperialism, strategic decision-making, and international cooperation.

203 **International Movements in the 20th Century.** This course evaluates the major ideological and geopolitical movements that have shaped international developments in the 20th century. Includes discussion of fascism, nature and varieties of socialism, colonization and decolonization of the Third World, rise and decline of U.S. hegemony, and the development of supranational institutions (MNCs, international banks, the United Nations and its subsidiaries, etc.).

**Research and Synthesis**

301 **Senior Seminar.** Combines formal class work and independent research. Raises philosophical questions about the nature of and prospects for a new international order, and discusses appropriate methodologies for the field. Culminates in a senior research paper.

**Area Studies**

310 **African Area Studies I.** A general interdisciplinary survey of the social, political, and economic institutions, and the culture history of selected regions within the African continent.

311 **African Area Studies II.** A continuation of the survey of institutions and culture history described in INT 310.

320 **West Asian Area Studies I.** A general interdisciplinary survey of the social, political, and economic institutions, and the culture history of selected regions within West or South Asia.

321 **West Asian Area Studies II.** A continuation of the survey of institutions and culture history described in INT 320.

330 **East Asian Area Studies I.** A general interdisciplinary survey of the social, political, and economic institutions, and the culture history of selected regions within East Asia and the Pacific.

331 **East Asian Area Studies II.** A continuation of the survey of institutions and culture history described in INT 330.

340 **European Area Studies I.** A general interdisciplinary survey of the social, political, and economic institutions, and the culture history of selected regions of Europe and the Soviet Union.

341 **European Area Studies II.** A continuation of the survey of institutions and culture history described in INT 340.

350 **Latin American Area Studies I.** A general interdisciplinary survey of the social, political, and economic institutions, and the culture history of selected regions of Latin America.

351 **Latin American Area Studies II.** A continuation of the survey of institutions and culture history described in INT 350.

390 **Guest Seminar.** Examination of a topic in international studies under the direction of a visiting professor.

392 **Internship.** Selective placement of students in international agencies, overseas business, or development projects, usually in the context of a foreign study program. (Prerequisite: Permission of the Director.)
Independent Study. (Prerequisite: Permission of the Director.) 2-4 credit hours.

European Internship

The International Studies European Community Internship is designed to further develop the students' understanding of the social realities of European life. Students selected for this internship will spend six months in Europe researching an aspect of the European move to international unity in 1992. The following sequence of courses will be taken by students accepted into the internship program:

EC Internship Proseminar. During this period of the internship, students will work on their research design while in the United States. (Prerequisite: Permission of the Director.) 4 credit hours.

EC Internship Residency. During the six month residency in Europe, students will collect data on their research proposal. (Prerequisite: Permission of the Director.) 8 credit hours.

EC Directed Research. After return to the United States, students will submit their report to faculty and discuss the experience with advisor. (Prerequisite: Permission of the Director.) 4 credit hours.
This interdisciplinary program in Jewish Studies has been developed in cooperation with the Spertus College of Judaica to enable the student at DePaul to deepen his knowledge of Jewish culture and heritage. Such a heritage is a significant component of the tradition upon whose principles DePaul University is founded.

The program offers the DePaul student the opportunity to major in Jewish Studies and thus develop those skills which will prepare him for a career in the Jewish community. For this reason, a Bachelor of Arts with a major in Jewish Studies is awarded by DePaul University. For students majoring in other fields, various courses are offered to enable them to broaden and enrich their field of concentration through the added dimension of Jewish heritage and culture.

Spertus College determines the number of courses required for the major. These normally include two years of Hebrew language study which may apply toward the Modern Language Option in DePaul's Liberal Studies Program.

For further details regarding the program, students should contact the Associate Dean, College of Liberal Arts and Sciences, Lincoln Park Campus.
Latin American Studies

Through its interdisciplinary framework, the Latin American Studies Program addresses problems of an historical, economic, and cultural nature common to all of Latin America. The program provides a sound interdisciplinary basis for understanding the region and for graduate study in the area. A degree in this field would be useful for the student who plans a career in a government agency or private enterprise concerned with Latin America. It would also greatly benefit those who plan to enter teaching or community work by providing them with an understanding of the Latin American cultural background. Finally, another goal of the program is to acquaint Hispanic students with their rich heritage, particularly through the minor in Latin American Studies.

FACULTY
Susan Ramirez, Ph.D., Professor (History) Co-director University of Wisconsin, Madison
Rose Spalding, Ph.D., Associate Professor (Political Science) Co-director University of North Carolina, Chapel Hill
Maria Beltran-Vocal, Ph.D., Assistant Professor (Modern Languages) University of California, Riverside
Paul Cheselka, Ph.D., Assistant Professor (Modern Languages) University of Texas
Mirza Gonzalez, Ph.D., Associate Professor (Spanish) Northwestern University
Manuel Hernandez, Ph.D., Assistant Professor (Modern Languages) Stanford University
Richard Houk, Ph.D., Professor (Geography) Northwestern University
Felix Masud-Piloto, Ph.D., Assistant Professor (History) Florida State University, Tallahassee
Felix Padilla, Ph.D., Assistant Professor (Sociology) Northwestern University
Kay A. Read, M.A., Instructor (Religious Studies) University of Chicago
Maria de los Angeles Torres, Ph.D., Assistant Professor (Political Science) University of Michigan

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are expected to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Latin American Studies. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required. 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).
Since the Latin American Studies major requires proficiency in the Spanish language, the student should reduce, by one, the number of Level II courses required in any two divisions of the Liberal Studies Program other than Common Studies. The reduction should be determined in consultation with the student’s academic advisor to enhance contrast.

PROGRAM REQUIREMENTS

Standard Concentration

Students will take History 118 Introduction to the History of Latin America. Three courses will be taken from the following, one from each discipline:


Geography: 326 Mexico, Central America and the Caribbean: Physical and Cultural Environments; 327 South America: Physical and Cultural Environments.

Political Science: 244 Foreign Policy of Third World Nations; 252 Latin American Politics.

In addition, another twenty-four hours will be required from the list of core courses (above) or an approved list of electives. These courses should be selected in consultation with the Director(s). Students may also petition the Director(s) for substitutions.

Finally, all students must achieve proficiency in the Spanish language. A student beginning the language might take as many as eight courses, Spanish 101-106, 201 and 203. A student with some background (native speaking ability or previous study) may take as few as the minimum of two required Spanish courses. Proficiency is defined as the ability to read and understand a Spanish language newspaper article and the ability to carry on a conversation about an idea or concept. Proficiency will be determined by the Directors and the Modern Language Department faculty members.

SPECIAL PROGRAMS

Latin American Studies Minor

The purpose of the minor is to enable the student to develop an understanding of Latin American cultures and societies. The minor will enrich the program of many students, particularly those who seek a career with a Latin American dimension (such as banking, diplomacy or international business) or those who are interested in Hispanic Americans in this country (law, social work or education). Hispanic students who wish to explore their ethnic heritage without making it the focus of their academic work may also find this minor attractive.

The minor is composed of History 118 Introduction to the History of Latin America, plus five courses to be selected from among the following.

Geography: 326 Mexico, Central America, and the Caribbean: Physical and Cultural Environments; 327 South America: Physical and Cultural Environments.


Political Science: 244 Foreign Policy of Third World Nations; 252 Latin American Politics.

Spanish: 307 Peninsular Civilization; 303 Spanish American Literature and Culture I; 304 Spanish American Literature and Culture II; 306 Contemporary Spanish American Literature; 315 Introduction to Mexican Literature; and 305 Spanish American Novel.

Students may also petition the Directors for special permission to substitute another course for one of these.
Constantine Georgakis, Ph.D., Associate Professor and Chair

The Department of Mathematical Sciences offers programs in pure and applied mathematics to assist the student in the pursuit of intellectual, academic, and career goals. The aim of the Department is to provide the student with the sound mathematical foundation required for many areas of study and to provide advanced programs in pure and applied mathematics for students specializing in the mathematical sciences.

The mathematics major may choose one of six areas of concentration: (1) pure mathematics, (2) quantitative analysis and operations research, (3) statistics, (4) actuarial science, (5) teaching of mathematics, and (6) mathematical computer studies. Students may also select a program of courses according to their interests.

FACULTY

Constantine Georgakis, Ph.D., Associate Professor and Chair
Louis Aquila, M.S., Adjunct Associate Professor
J. Marshall Ash, Ph.D., Professor
Allan Berele, Ph.D., Associate Professor
Jeffrey Bergen, Ph.D., Associate Professor
W. S. Black, Ph.D., Lecturer
William Chin, Ph.D., Assistant Professor
Jonathan Cohen, Ph.D., Associate Professor
Barbara Cortzen, Ph.D., Associate Professor
Susanna Epp, Ph.D., Associate Professor
Thomas Farrell, M.S., Lecturer
Eduardo Gatto, Ph.D., Associate Professor
Lawrence Gluck, Ph.D., Associate Professor
Sigrun Goes, Ph.D., Associate Professor
Jerry Goldman, Ph.D., Professor
Roger Jones, Ph.D., Professor
Leonid Krop, Ph.D., Assistant Professor
Ron Kuziel, M.S., Lecturer
Jeanne LaDuke, Ph.D., Associate Professor
Charles Lindblade, Ed.D., Lecturer
Michael Modica, Ph.D., Lecturer
Effat Moussa-Hamouda, Ph.D., Associate Professor
Carolyn Narasimhan, Ph.D., Associate Professor

Illinois Institute of Technology
DePaul University
University of Chicago
University of Chicago
University of Chicago
University of Wyoming
University of Wisconsin
Washington University
University of California, San Diego
University of Chicago
University of Chicago
Universidad de Buenos Aires
Illinois Institute of Technology
Northwestern University
Illinois Institute of Technology
Rutgers University
University of Chicago
University of Chicago
University of Oregon
Loyola University
University of Chicago
University of Iowa
Northwestern University
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts or Science degree in Mathematics. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 3 courses are required in the Departments of Biological Sciences, Chemistry, Computer Science, Education, or Physics (Computer Science courses must be at Level II). At least one course must be at Level II. Students who chose to take one of the following laboratory science sequences (Biology 101, 102, 103; Chemistry 111, 113, 115; Physics 150, 151, 152; Physics 170, 171, 172) complete NSM requirements by taking one course from among Interdisciplinary Studies 220, 221, 222, 230, Physics 205, Mathematics 301 or Chemistry 222.

DEPARTMENTAL PROGRAM REQUIREMENTS

The department of Mathematics enforces all course prerequisites including course placement by the Mathematics Diagnostic Test. Mathematics majors must complete Mathematics course prerequisites with a grade of a C or better. This requirement can be waived only with the department's or instructor's consent.
Common Core

Mathematics: 160, 161, 162 Calculus for Mathematics and Science Majors I, II, III (or 150, 151, 152 Calculus I, II, III); 260, 261, 262 Multivariable Calculus and Linear Algebra I, II, III; either 215 Introduction to Mathematical Reasoning or the combination of 140 Discrete Mathematics I and 141 Discrete Mathematics II.

Computer Science: A course in any programming language.

In planning schedules, students should expect that the sequences 310-311-312, 335-336-337, and 351-352-353 will usually be offered once every year, beginning in the fall quarter. Many of the other 300-level courses will be offered in alternate years only. Students should consult closely with their advisors in developing a complete program in one of the concentrations.

I. Standard Concentration

Common Core: at least two courses from one of the 300-level sequences; and four additional mathematics courses from among the following: any from Algebra and Number theory, Combinatorics, Geometry and Topology, Mathematical Analysis, Mathematical Physics, Operations Research; any course from Actuarial Science or Probability and Statistics numbered 348 or above; any from 301, 378, 398, 399.

Students interested in graduate study in Mathematics are encouraged to take both sequences 310-311-312 and 335-336-337.

II. Quantitative Analysis and Operations Research Concentration


Recommended Courses:

Accountancy: 101 Principles of Accounting I; 103 Principles of Accounting II.

Computer Science: 203 COBOL Programming.

Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics.


Management: 300 Management and Organization Principles and Practice; 301 Operations Management I.

III. Statistics Concentration


Recommended course in Computer Science: 311 Principles of Computer Science II.

Recommended courses in Mathematics: 326 Sample Survey Methods; 328 Design of Experiments; 335 Real Analysis I; 336 Real Analysis II; 337 Complex Analysis; 355 Stochastic Processes; 354 Multivariate Statistics; 357 Nonparametric Statistics; 386 Advanced Numerical Analysis. Mathematics 335, 336, and 337 are recommended for students preparing for graduate study in mathematical statistics.
IV. Actuarial Science Concentration

Common Core plus 351 Probability and Statistics I; 352 Probability and Statistics II; 353 Probability and Statistics III; 361 Actuarial Science I; 362 Actuarial Science II; 363 Actuarial Science III.

Recommended Courses:

Accountancy: 101 Principles of Accounting I.
Economics: 103 Principles of Macroeconomics; 104 Principles of Microeconomics.

V. Teacher of Mathematics Secondary Level.

In cooperation with the School of Education, the Department of Mathematics offers concentrations of study which combine the requirements for a major in mathematics with certification for teaching mathematics at the junior high, middle, and senior high levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

Common Core plus: 301 History of Mathematics or 206 Development of Mathematics to the Renaissance; 351 Probability and Statistics I; 309 Teaching and Learning Secondary School Mathematics; either 230 Number Theory and 310 Abstract Algebra I, or 310 and 311 Abstract Algebra I and II; and either 320 and 321 Geometry I and II, or 320 Geometry I and 335 Real Analysis I.

VI. Mathematical Computer Studies Concentration


Computer Science courses: 215 Introduction to Structured Programming Using C; 280 Symbolic Programming Techniques; 310, 311 Principles of Computer Science I and II; 320 Discrete Structures and Algorithms I; plus at least three courses from among the following: 369 Introduction to Computer Graphics; 342 File Processing and Data Management; 349 Data Bases and Data Management; 347 Concepts of Programming Languages; 348 Introduction to Compiler Design; 312 Assembly Language and Computer Organization; Computer Science 345 Computer Architecture.

SPECIAL PROGRAMS

Bachelor of Science Degree

For a B.S. degree in Mathematics, in addition to fulfilling the requirements for one of the six concentrations above, students must earn at least 16 quarter hours chosen from the other departments in the Natural Science and Mathematics Division.
MAT

Double Major

A mathematics major can double major in other departments such as Economics, Computer Science, and Physics. Various mathematics courses are cross-listed with courses in other departments. A double major must complete the requirements of both departments.

Mathematics Minor

Students in other departments may earn a minor in Mathematical Sciences. Mathematics Minor: 160, 161, and 162 (or 150, 151, and 152), either 215 or the combination of 140 and 141, and two courses chosen from 260, 261, 262, or any 200 or 300 level course admissible for credit as part of the standard concentration in mathematics. Statistics Minor: Any five courses from the probability and statistics area numbered 242 or above. Note that Mathematics 160, 161, and 162 (or 150, 151, and 152) are available for Liberal Studies Credit.

BACHELOR OF SCIENCE/MASTER OF SCIENCE IN APPLIED MATHEMATICS

The B.S./M.S. Degree in Applied Mathematics is a five year program in which a student can earn both a B.S. and an M.S. in Mathematics. The program is designed for students in any one of the following concentrations: Quantitative Analysis and Operations Research, Statistics, or Actuarial Science. It is expected that the student will complete the common core in mathematics by the end of the sophomore year, will begin taking graduate level courses during the senior year, and will complete the requirements for the Master of Science in Applied Mathematics during the fifth year of study. Students must apply to the chair of the department no later than the beginning of the junior year. Undergraduate students will take at least six of their electives outside of mathematics.

LIBERAL STUDIES PROGRAM

(See requirements above)

DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core (See requirements above)

I. Quantitative Analysis and Operations Research Concentration

Undergraduate: same as those listed for the B.A.
Graduate: 456 Applied Regression Analysis, 512 Applied Time Series and Forecasting; 470 Advanced Linear Algebra, 484 Mathematical Modelling, 485 Numerical Analysis I and four graduate electives.

II. Statistics Concentration

Undergraduate: same as those listed for the B.A.
III. Actuarial Science Concentration

Undergraduate: same as those listed for the B.A.

To fulfill the undergraduate requirements in the chosen concentration, at least three of the courses should be taken at the 400/500 level.
The graduate electives will be chosen from those mathematics courses related to the student's concentration. Approval of the student's graduate advisor is required for all electives. With the approval of the advisor, students may take up to two electives from related disciplines, such as physics, computer science, and commerce.

Students are expected to fulfill all requirements for the Master of Science in Applied Mathematics, including the comprehensive examinations.

Courses

All courses carry 4 quarter hours credit unless otherwise specified.

GENERAL TOPICS

112 Probability and Statistics: Concepts and Controversies. This course is intended to furnish students with an idea of the type of problem amenable to statistical reasoning and solution. It provides an introduction to the basic terminology of the field, to basic concepts of the field (e.g., "random sample"), and to the method of statistical inference going as far as elementary hypothesis testing. This course cannot be taken by Commerce majors.

113 Elements of Modern Mathematics. An introduction to several areas of contemporary mathematics which emphasize its importance to modern society. Topics include networks, scheduling analysis, collecting and describing data, and the perils of data analysis. No special mathematics background is required beyond the level required for all NSM courses. Students should not take this course if they have taken Mathematics 112.

114 Euclidean Geometry and its Consequences. A review of Euclidean Geometry with an emphasis on proofs; non-euclidean geometries; four dimensional Euclidean geometry.

SPECIAL TOPICS

206 Development of Mathematics to the Renaissance. A study of the development of numbers, geometry, and algebra from Babylonian times to the Renaissance. (Prerequisite: any Level I Mathematics course, or 101, or a high enough score on the Mathematics Diagnostic test to place out of 101).

207 History of Probability and Statistics. (Prerequisite: 112 or 113 or any two or three hundred level course in probability and statistics).
MAT

208 **Mathematics and Financial Decisions.** This course develops mathematics which is useful in everyday life. Topics include theory of compound interest, annuities, stocks, bonds, and life insurance. (Prerequisite: 112 or 113 or 101 or a high enough score on the Mathematics Diagnostic Test to place out of 101. Not available for Liberal Studies credit for Commerce students.)

209 **Explorations in Mathematics.** A continuation of the study of some areas in contemporary mathematics and their relationship to modern society. Topics include the mathematics of voting systems and fair apportionment, patterns and tilings, growth and form, and measurement. (Prerequisite: Mathematics 112 or 113.)

301 **History of Mathematics.** Topics in the history of Mathematics. (Prerequisite: 161 or 151.) (To be offered alternate years in the Fall quarter).

**ELEMENTARY**

For other elementary mathematics courses see the Assessment and Advisement Center section of this Bulletin. Students who are unsure of where to begin in their study of mathematics should contact the Assessment and Advisement Center.

101 **Introduction to College Algebra.** Recommended for students who require preparation for Mathematics 130 or for Statistics 242. Number systems, solutions of equations and inequalities, coordinate systems, graphing, polynomial and rational expressions, exponents, and radicals. (Prerequisite: Placement by the Mathematics Diagnostic Test.)

130 **College Algebra and Precalculus.** Functions, inverse functions, graphing, linear and quadratic functions, radicals and exponents, exponential and logarithmic functions. (Prerequisite: 101 or placement by the Mathematics Diagnostic Test.)

131 **Trigonometry and Precalculus.** Polynomials, rational functions, basic trigonometry, triangle trigonometry, trigonometric identities and equations. (Prerequisite: 130 or placement by the Mathematics Diagnostic Test.)

**FOUNDATION**

140 **Discrete Mathematics I.** The logic of compound statements, application to digital logic circuits and computer arithmetic, the logic of predicates and quantified statements, programming logic, basic mathematical arguments and methods of proof, sequences and mathematical induction, algorithms, combinatorial reasoning, the binomial theorem. (Prerequisite: 130 or placement by Mathematics Diagnostic Test.)

141 **Discrete Mathematics II.** Set theory, functions, order notation, finite state machines, recursive sequences, recursively-defined sets, recursive algorithms, function properties, graphs, trees. (Prerequisite: 140.)

145 **Calculus for Information Systems.** Limits, continuity, the derivative and rules of differentiation, applications of the derivative, exponential and logarithm functions, the definite integral and some methods of integration, improper integrals. (Prerequisite: 141.)

150 **Calculus I.** Limits, continuity, the derivative, rules of differentiation, extrema, curve sketching, related rates, applications. (Prerequisite: 131 or placement by Mathematics Diagnostic Test.)

151 **Calculus II.** Definite and indefinite integrals, applications of the integral, exponential and logarithmic functions, techniques of integration. (Prerequisite: 150.)

152 **Calculus III.** L'Hopital's rule, improper integrals, Taylor polynomials, series and sequences, first-order differential equations. (Prerequisite: 151.)
160 Calculus for Mathematics and Science Majors I. Same content as 150, but in greater depth. (Prerequisite: 131 or placement by Mathematics Diagnostic Test.) 5 quarter hours.

161 Calculus for Mathematics and Science Majors II. Same content as 151, but in greater depth. (Prerequisite: 160.) 5 quarter hours.

162 Calculus for Mathematics and Science Majors III. Same content as 152, but in greater depth. (Prerequisite: 161.) 5 quarter hours.

215 Introduction to Mathematical Reasoning. An introduction to basic concepts and techniques used in higher mathematics courses: set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics. The emphasis will be on problem solving and proof construction by students. It is recommended that students take this course in the sophomore year. (Prerequisite: 161 or 151.)

220 Linear Algebra with Applications. (For non-mathematics majors.) Systems of linear equations, matrices and matrix algebra, determinants, applications to linear programming, graph theory, etc. (Prerequisite: 151.)

260 Multivariable Analysis and Linear Algebra I. Vectors in 2-space and 3-space, vector-valued functions, cylindrical and spherical coordinates, multivariable functions; partial differentiation, with applications to extrema. (Prerequisite: 162, or 152 with consent of the department chairperson.)

261 Multivariable Analysis and Linear Algebra II. Multiple integration, line and surface integrals, change of variable in multiple integration, systems of linear equations and matrices. (Prerequisite: 260.)

262 Multivariable Analysis and Linear Algebra III. Vectors in n-space; vector spaces: linear combinations, linear independence, basis; linear transformations, change of basis, eigenvalues and eigenvectors. (Prerequisite: 261.)

ACTUARIAL SCIENCE

361 Actuarial Science I. The Theory of Interest. Theory and applications of compound interest to annuities: amortization schedules, sinking funds, bonds, and yield rates. (Prerequisite: 162 or 152.)

362 Actuarial Science II. Basic Contingencies. The theory and applications of contingency mathematics in life and health insurance, annuities, and pensions from both a probabilistic and a deterministic viewpoint. Topics include: survival distribution and life tables, life insurance and life annuities. (Prerequisite: 361 or 361.)

363 Actuarial Science III. Advanced Contingencies. A continuation of Math. 362. Topics include: net premiums, net premiums reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans. (Prerequisite: 362.)

364 Actuarial Mathematics I. Introduction to Risk theory and applications. Economics of insurance, individual risk models for short term and single term, collective risk models over an extended period and applications.

365 Actuarial Mathematical II. Mathematical methods for population analysis and survival models. (Prerequisite: 353.)

366 Mathematical Demography. Introduction to demography. Mortality table construction and methods of population and demographic analysis. (Prerequisite: 353 or consent.)
ALGEBRA & NUMBER THEORY

230  Theory of Numbers. A study of properties of whole numbers: divisibility; congruences; distribution of primes; representation of integers; and Diophantine equations. (Prerequisite: 215 or consent.)

240  Combinatorics. Methods of counting and enumeration of mathematical structures. Topics include generating functions, recurrence relations, inclusion relations, and graphical methods. (Prerequisite: 215 or consent.)

310  Abstract Algebra I. The integers; permutations; groups; homomorphism; theorems of Lagrange and Cayley. (Prerequisite: 215 and 262 which may be taken concurrently, or CSC 310.)

311  Abstract Algebra II. Isomorphism theorems; quotient groups; rings; ideals; quotient rings; integral domains. (Prerequisite: 310.)

312  Abstract Algebra III. Polynomial rings; fields and extension fields; introduction to Galois theory. (Prerequisite: 311.)

370  Advanced Linear Algebra. Matrix representation of linear transformations, inner products and rotations, eigenvalues and eigenvectors, diagonalization of symmetric linear transformations, principal axis theorem and positive definite quadratic forms, applications to geometry and statistics. (Prerequisite: 262.)

372  Logic and Set Theory. Topics in axiomatic set theory, formal logic, and computability theory. (Prerequisite: 215 or 141.)

APPLIED MATHEMATICS

125  Business Calculus I. Differential calculus of one or more variables with business applications. (Prerequisite: 130.)

126  Business Calculus II. Integral calculus, matrix algebra, and probability theory with business applications. (Prerequisite: 125.)

142  Business Statistics. Basic concepts of statistics and the application thereof. Frequency distributions; measures of location, variation and skewness; theoretical distributions; sampling distributions; problems of estimation; test of hypothesis; problems of sampling; linear regression and correlation. (Prerequisite: 126.)

384  Mathematical Modeling. Modelling of real world problems using mathematical methods. Includes a theory of modelling and a study of specific models, selected from deterministics, stochastic, continuous and discrete models. (Prerequisites: 220 or 262, and 348 or 351.)

EDUCATION

110  Mathematics for Elementary School Teachers I. Number systems. (Prerequisite: 101 or sufficient score on the Mathematics Diagnostic Test.)

111  Mathematics for Elementary School Teachers II. Algebra and geometry. (Prerequisite: 110.)


GEOMETRY AND TOPOLOGY

320  Geometry I. Incidence and separation properties of plane; congruence parallel postulate; area theory; ruler and compass construction. (Prerequisite: 220 or 262.) (To be offered alternate years in the Fall quarter.)
Geometry II. Riemannian and hyperbolic geometry; metric axioms; triangles and angle sums; consistency of hyperbolic postulates. (Prerequisite: 320.) (To follow 320 in the Winter quarter.)

Topology. An introduction to point-set topology; metric spaces, topological spaces, continuity, connectedness, and compactness. (Prerequisite: 215 and 262.)

MATHEMATICAL ANALYSIS

Real Analysis I. Real number system, completeness, supremum, and infimum, sequences and their limits, lim inf, lim sup, limits of functions, continuity. (Corequisite: 262 and Prerequisite: 215.)

Real Analysis II. Properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration. (Prerequisite: 335.)

Complex Analysis. Complex functions; complex differentiation and integration; series and sequences of complex functions. (Prerequisite: 215 and 261.)

Differential Equations. Linear equations, systems with constant coefficients, series solutions, Laplace transforms, and applications. (Prerequisite: 262 or 393.)

Numerical Analysis I (cross-listed as Computer Science 385). Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of non-linear equations, function evaluation, approximation of integrals and derivatives, Monte Carlo methods. (Prerequisites: 262, or 220 and 152, and a programming course.)

Numerical Analysis II (cross-listed as Computer Science 386). Theory and algorithms for efficient computation, including the Fast Fourier transform, numerical solution of non-linear systems of equations. Minimization of functions of several variables. Sparse systems of equations and corresponding eigenvalue problems. (Prerequisite: 385.)

MATHEMATICAL PHYSICS

Methods of Theoretical Physics I (cross-listed as Physics 393). Infinite series, complex numbers, Fourier series, La Place and Fourier transforms. (Prerequisite: 261.)

Methods of Theoretical Physics II (cross-listed as Physics 394). Vector calculus, Legendre polynomials, partial differential equations, and probability. (Prerequisite: 393.)

Methods of Theoretical Physics III (cross-listed as Physics 395). Special functions, complex integration, calculus of variation, coordinate transformations. (Prerequisite: 394.)

OPERATIONS RESEARCH

Operations Research I: Linear Programming (cross-listed as Computer Science 387). The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (Prerequisite: 262 or 220, and any introductory programming course.)

Operations Research II: Optimization Theory (cross-listed as Computer Science 388). Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. (Prerequisite: 387.)

Operations Research III. Advanced Topics. (Prerequisite: 388.)
STATISTICS AND PROBABILITY

242 **Elements of Statistics** (cross-listed as Sociology 240). Descriptive statistics, elements of probability, the binomial and normal probability models; large and small sample hypothesis testing, correlation and regression analysis. Use of computer packages. (Prerequisite: 101 or a sufficient score on the Mathematics Diagnostic Test. Students who have taken calculus are advised to take MAT 348 or MAT 351 rather than MAT 242.)

323 **Data Analysis and Statistical Software I** (cross-listed as Computer Science 323). Computing with a statistical package. Introduction to data analysis, elementary statistical inference, regression and correlation. (Prerequisite: Any introductory statistics course or permission of the instructor.)

324 **Data Analysis and Statistical Software II** (cross-listed as Computer Science 324). Advanced features and applications of the statistical package used in 323. (Prerequisite: 323 or consent of the instructor.)

326 **Sample Survey Methods.** Design and analysis of sample surveys; simple and stratified random samples; ratio and regression estimation; cluster, systematic, multistage sampling and sampling from wild life. (Prerequisite: 353 or 348 and instructor’s consent.)

328 **Design of Experiments.** The completely randomized and the randomized block designs; Latin, Greco-Latin and Youden squares designs. Fixed, random and mixed models. Nested and split-plot designs. Confounding in blocks and fractional factorial experiments. Covariance analysis and response-surface methodology. (Prerequisite: 353 or 348 and instructor’s consent.)

342 **Elements of Statistics II.** Multiple regression, correlation, analysis of variance, time series, and sampling. Course content will vary with the needs and desires of individual students. (Prerequisite: 142 or 242.)

348 **Applied Statistical Methods I.** Introduction to statistical software; (To be used throughout the course) Descriptive statistics; Elementary Probability theory; discrete and continuous probability models; principles of statistical inference; Simple linear regression and Correlation Analysis. (Prerequisite: 161 or 151.)

349 **Applied Statistical Methods II.** A continuation of Mathematics 348. Multiple regression; analysis of frequency data, ANOVA and some experimental designs; nonparametric inference and time series analysis. Use of statistical software. (Prerequisite: 348.)

350 **Modern Data Analysis.** Exploratory data analysis with emphasis on data expression and reexpression; model building; computer graphical displays such as stem—and—leaf letter value displays; boxplots; resistant lines; data smoothing and transformations. Use of computer languages and IDA and/or MINITAB software. (Prerequisite: 242 or 348.)

351 **Probability and Statistics I.** Probability spaces, combinatorial probability methods, discrete and continuous random variables and distributions, moment generating functions, development and applications of the classical discrete and continuous distributions. (Corequisite: 260.)

352 **Probability and Statistics II.** Joint probability distributions and correlation; law of large numbers and central limit theorem; sampling distributions and theory of estimation. (Prerequisites: 351, and Corequisite: 261.)

353 **Probability and Statistics III.** Principles of hypothesis testing; most powerful tests and likelihood ratio tests; linear regression; one way analysis of variance; categorical data analysis. nonparametric statistics. (Prerequisite: 352.)
Multivariate Statistics. The multivariate Normal distribution. Hypothesis tests on means and variances including the multivariate linear model. Classification using the linear discriminant function. Principal components and factor analysis. (Prerequisite: 353 and 262 or by consent.)

Stochastic Processes. Discrete markov chains and random walk, birth and death processes, Poisson process, queing systems, and renewal processes. (Prerequisite: 353.)

Applied Regression Analysis. Simple linear, multiple, polynomial and non-linear regression models. Selection of best regression equation and examination of residuals for homoscedasticity and autocorrelation. Data analysis with the aid of computer programs. (Prerequisite: 353 or 348 and instructor's consent.)

Nonparametric Statistics. Inference concerning location and scale parameters, goodness of fit tests, association analysis, and tests of randomness using distribution free tests. (Prerequisite: 353 or 348 and instructor's consent.)

Applied Time Series and Forecasting. Development of the Box-Jenkins methodology for the identification, estimation, and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, nonstationary, and seasonal time series data. The course emphasizes practical time series data analysis using such computer packages as Sybil/Runner and BMD, and application to economic, business, and industrial forecasting. (Prerequisite: 353 or 348 and instructor's consent.)

Simulation Models and the Monte Carlo Method. Techniques of computer simulation of the classical univariate and multivariate probability distribution models, and such random processes as random walk, Markov chains, and queues (Prerequisite: 353 or 348 and instructor's consent.)

MISCELLANEOUS

Senior Seminar. Topics may vary from year to year.

Independent Study. (Prerequisite: Consent of chairman.) Variable credit.

GRADUATE COURSES

Graduate courses may be taken for credit by juniors and seniors with consent of the chairman of the department.
The Military Science Department offers students, as an adjunct to their major field of study, the opportunity to achieve commissions as Army Officers in either the active Army, the U.S. Army Reserve, or National Guard through the Reserve Officers’ Training Corps (ROTC) program. The program develops leadership, managerial potential, and the qualities of self-discipline, confidence, personal integrity, and individual responsibility. Emphasis is on learning through doing. The Department’s program prepares the student for a period of service as a commissioned officer in the United States Army, a service which can ultimately lead either to a military career or to a more responsible place in the civilian world.

The curriculum is divided into two parts: Basic and Advanced. The basic course normally encompasses the freshman and sophomore academic years. Basic course students are under no obligation to enter into a contractual agreement with the U.S. Government. The Advanced course encompasses juniors and seniors who have successfully completed the on-campus basic course. Students who have attended a special six week summer training program, students who have previous junior ROTC training, and qualified veterans may also be admitted into the Advanced course.

Upon enrollment in the Advanced Course, the student enters into a contractual agreement with the United States Government, whereby the student agrees to accept a commission in the United States Army for a period of active or reserve duty after his graduation. The government, in return, provides a monthly stipend of $100.00 for up to ten months of the school year.

Students may compete for ROTC 2 year and 3 year scholarships during their freshman or sophomore year. Scholarships pay $7,000 or 80% of tuition—whichever is greater—a quarterly book allowance, laboratory fees, and $100 monthly during the remainder of the winner’s undergraduate education.

A basic camp summer program (MS 116/16 units) is available to selected students who have been unable to complete the normal two year progression of Military Science 116. Students attend a six week program at Fort Knox, Kentucky. This program, in conjunction with the normal two year advanced program of MS 311-316, is designed to prepare the student for a period of service as a commissioned officer in the United States Army. The program provides an introduction to a variety of military related topics. It involves instruction in map reading, marksmanship, first aid, tactics, fundamentals of leadership, and basic military skills.

**FACULTY**

- Lieutenant Colonel Clayton E. Baddeley, M.A., Professor and Chair - Webster University
- Major David J. Marko, M.S., Assistant Professor - Youngstown State University
- Captain Roderick M. Cox, M.A., Assistant Professor - University of Missouri
- Captain Lawrence K. McShane, B.A., Assistant Professor - Washington and Jefferson College

**PROGRAM**

In order to be commissioned as an officer in the United States Army the student is required to complete the following: 116, 117, 118 Leadership Development (Freshman year); 119, 120, 121 Fundamentals of Military Leadership (Sophomore year); 311, 312, 313 Theory and Methods of Leadership (Junior year); 314, 315, 316 Military Management (Senior year). Advance course students can expect to participate in weekly physical fitness training, and periodic weekend
training exercises each quarter. Students must successfully complete a six week Advance Camp prior to being commissioned.

**Courses**

116 **Introduction to Officership.** Examination of the nature of the military profession, career fields available in the military, organization of the Army, and the role of the military. Special emphasis is placed on officer programs and their place within the military structure.

117 **Introduction to National Military Organization.** The course examines in detail the military organization of the United States. Emphasis is placed on the Department of Defense, Department of the Army, the Army Staff and the Total Force Concept.

118 **Foreign Military Organizations.** The course examines various military organizations around the world. Emphasis is placed on the role of the military in its region, weapons, and its effect on U.S. Policy.

119 **Fundamentals of Military Leadership I.** The course develops fundamental leadership skills through examination of leadership principles and styles as applied in small unit organizational effectiveness. Students examine and develop their own leadership skills through participation in leadership assessment exercises at platoon level.

120 **Fundamentals of Military Leadership II.** Emphasis is placed on the study of military map reading and land navigation techniques. Students will also have the opportunity to practice newly-acquired leadership skills, through participation in counseling exercises.

121 **Fundamentals of Military Leadership III.** Course will center around the chain of command, small unit tactics, the principles of war, and law of land warfare.

311 **Theory and Methods of Leadership.** Psychological, physiological, sociological factors which affect human behavior and their application in accomplishing organizational goals. Practical application of those factors to the study of problem analysis, decision making, planning, organizing, delegation, control and interpersonal skills through the use of simulation exercises. (Prerequisite: Permission of Department.)

312 **Tactical Leadership I.** Continuation of 311 in the fields of military leadership and management skills. Study of land navigation techniques with actual field application. Techniques of planning and presenting instruction with practical application. Field communications equipment and operating procedures. (Prerequisite: Permission of Department.)

313 **Tactical Leadership II.** Continuation of 312 in the fields of military leadership, Army tactical combat doctrine to include organization, patrolling, offensive and defensive tactics at the small unit level with practical field application. (Prerequisite: Permission of Department.)

314 **Military Management I.** Study of combat operations and the various military teams with emphasis on organization for combat and staff procedures; operations and intelligence functions; professional ethics. (Prerequisite: Permission of Department.)

315 **Military Management II.** Study of management procedures involving unit administration, logistics and training management; military writing and briefing styles. (Prerequisite: Permission of Department.)

316 **Officer Professionalism.** Study of military justice procedures; Reserve Components; obligations and responsibilities of an officer on active duty; Senior Subordinate relationships. (Prerequisite: Permission of Department.)
Modern Languages

Andrew G. Suozzo, Jr. Ph.D., Professor and Chair

The purposes of the programs in French, German, Italian, and Spanish are to develop the student's ability to speak, understand, read, and write the languages and to stimulate an appreciation of their major authors and the civilization of the country. The 100 level courses aim to provide the student with a working knowledge of a foreign language.

The department areas of concentration are two: a standard program in French, German, Italian, or Spanish, which provides a student with a strong liberal arts background, and a modern language education program, offered in cooperation with the School of Education, which qualifies the student to teach language at the junior high or secondary level.

The department offers majors in French, German, Italian, and Spanish, which consist of 48 hours of coursework beginning at the 200 and 300 levels. This does not include the basic and intermediate (101-106/109) sequences which must be taken if the student's prior linguistic training is inadequate to start with advanced courses. Lower division courses, however, do not count towards the major.

The department offers a general minor (20 hours/5 courses) in French, German, Italian or Spanish, and a commercial language minor (20 hours/5 courses) in French and Spanish. Students wishing to apply their language skills in business should select the commercial language minor.

The department also offers two years of Japanese and Russian (101-106), Chinese (Peking Dialect), plus one year of Polish.

FACULTY

Andrew G. Suozzo, Jr., Ph.D., Professor and Chair
Paulis J. Anstrats, Ph.D., Professor Emeritus
Maria A. Beltran-Vocal, Ph.D., Assistant Professor
Akiko Brennan, M.A., Lecturer
Paul Cheselka, Ph.D., Associate Professor
Alexander V. Davis, Doctor en Letras, Professor Emeritus
Mirza Gonzalez, Ph.D., Professor
Manuel de Jesús Hernández-G., Ph. D., Assistant Professor
William V. Hoffman, Ph.D., Professor Emeritus
Guillemette C. Johnston, Ph.D., Assistant Professor
Constance Markey, Ph.D., Assistant Professor
Clara E. Orban, Ph.D., Assistant Professor
Tina Raffaldini, Ph.D., Associate Professor
Inca Rumold, Ph.D., Assistant Professor

University of Pennsylvania
University of Chicago
University of California Irvine
University of Illinois at Chicago
University of Texas at Austin
Universidad de Mexico
Northwestern University
Stanford University
Princeton University
University of California, Davis
University of Illinois, Urbana
University of Chicago
Indiana University, Bloomington
Stanford University
PLACEMENT GUIDE

Language majors, students using language as a supporting field, and those students who are intending to study only the more elementary courses should begin their studies in accordance with the following guide:

Two years of high school language: begin with 104, (107*).
Two to three years of high school language: begin with 105 (108*) or 106 (109*) on approval of Language Department Chairman.
Four years of high school language or a more extensive background: begin with 106, 200 or 300 level courses chosen in consultation with Departmental Chairman.
Consultation with the chairman or placement tests can have, as a result, a readjustment of this guide (either forward or backward) to the individual competencies of the student.

*Intermediate Business Sequence

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Modern Languages. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).
Fine Arts and Literature: 2 courses in the Departments of Art, English, or Music (Level I only in different departments).
Philosophy and Religion: 4 courses (2 Level I and 2 Level II).
Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).
Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Students in the Department of Modern Languages may not exercise the Modern Language Option in fulfilling the requirements of the Liberal Studies Program.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

All students are required to enroll in one of the following sequences.
French: 201 Advanced Grammar/Composition I; 202 Advanced Grammar/Composition II; 203 or 204 Advanced Conversation; 350 Modern Languages; French Phonetics and Phonology; 355 Modern Languages: Contemporary Criticism; 220 Introduction to French Literary Criticism; and seven 300-level courses.

To be awarded a major, students must take a 300 level course from five out of six of the following periods: medieval, sixteenth century, seventeenth century, eighteenth century, nineteenth century, and twentieth century. The selection of these courses must be made in consultation with an advisor from the French section.
German: 201 Advanced Grammar/Composition I; 202 Advanced Grammar/Composition II; 203 Advanced Conversation; 351 Modern Languages: German Phonetics and Phonology; 355 Modern Languages: Contemporary Criticism; and seven 300-level courses.

Italian: 201 Advanced Grammar/Composition I; 202 Advanced Grammar/Composition II; 203 Advanced Conversation; 353 Modern Languages: Italian Phonetics and Phonology; 355 Modern Languages: Contemporary Criticism; and seven 300-level courses.

Spanish: 201 Advanced Grammar/Composition I; 202 Advanced Grammar/Composition II; 203 or 204 Advanced Conversation; 352 Modern Languages: Spanish Phonetics and Phonology; 355 Modern Languages: Contemporary Criticism; plus three of the following general area courses: 301 Introduction to Spanish Literature I; 302 Introduction to Spanish Literature II; 303 Spanish American Literature I; 304 Spanish American Literature II; and finally, four more 300-level courses.

205 Grammar/Composition for the Hispanic I and 206 Grammar/Composition for the Hispanic II are strongly recommended to students of Hispanic background. These courses may be substituted for Spanish 201, 202.

II. Teacher of Modern Languages: Secondary Level

In cooperation with the School of Education, the Department of Modern Languages offers a concentration of study which combines the requirements for a major in modern languages with certification for teaching Modern Languages at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education Counselor as soon as possible after entering DePaul.

Modern Languages: The student must take Modern Languages 201, 202, 203, 349, and 355 plus seven more courses at the 300-level. Modern Languages 350, 351, or 352 for French, German, or Spanish majors respectively, is also required.

For Spanish majors, Spanish 240 and Spanish 241 are also recommended and can be substituted for Spanish 104, 105, 106.

All candidates for certification as foreign language teachers will be tested in their language field for oral proficiency by the Modern Language faculty. To be certified as foreign language teachers, candidates must be able to describe past, present and future events, to cope with unforeseen situations, and to converse with relative ease with a native speaker in a clearly participatory fashion.

SPECIAL PROGRAMS

Minor in French, German, Italian, or Spanish

An individualized program can be developed for a minor after consultation with the Chairman or a counselor from the Modern Languages faculty. The minor will consist of a total of 5 courses in the language chosen. Courses will be taken beginning at the 200/300 level. For the standard minor, a student may choose a mix of 200 and 300 level courses. However, no more than three 200 level course will count towards the standard minor, which must be completed by at least two 300 level courses. On the other hand, a student may elect to take as many as five 300 level courses towards the standard minor.

The Commercial Language Program in French or Spanish

Only 200 and 300 level courses may be applied to the completion of the commercial minor. Students starting their language studies at a less advanced level of language should consider the following sequence: Stage One (Fch 101, 102, 103 or Spn 101, 102, 103) for the beginning language student. Stage Two (Fch 107, 108, 109 or Spn 107, 108, 109) for the intermediate language student. The minor itself will consist of Fch/Spn 320 Advanced Commercial French/Spanish plus any configuration of Fch/Spn 200 and 300 level courses of the student's choosing. The department, however, recommends that those seeking a commercial language minor take the following courses: Fch/Spn 201, 202, 203 or 204. Hispanic students are encouraged to substitute Spn 205 and 206 for Spn 201 and 202.
Students successfully completing the commercial language minor will be encouraged to take the business language certification exams given by the French and Spanish governments through their respective chambers of commerce.

SEQUENCING

Students should begin at their appropriate level (elementary, intermediate, or advanced) determined in consultation with an advisor. Completion of 106/109 is a prerequisite to all 200 and 300 level courses, except those offered in the Liberal Studies program.

Thereafter, the choice of 200 and 300 level courses should be made according to the following criteria: a) availability of offerings, b) the particular needs of the student, i.e., language reinforcement or literary skills, c) the requirements of the specific language program.

The student must complete a total of seven 300 level courses, which may be taken any time provided entry level requirements have been met.

Courses

All courses carry 4 quarter hours credit. For courses marked with an asterisk, check current schedule of classes for specific topics. Many Modern Language courses are eligible for Liberal Studies credit. Interested students should contact their advisors or their college office.

The first nine courses in all three languages are structured to be taken sequentially. In consultation with departmental advisors, however, after the 106 level (or 105 if warranted by excellent performance) any advanced course can be taken in any order.

CHINESE (Peking Dialect)

Foundation

101 Basic Chinese I. Listening, understanding, speaking and writing Chinese for the beginning student.

102 Basic Chinese II. Continued emphasis on the four skills.

103 Basic Chinese III. Further work on the basic elements of Chinese spoken as well as written.

104 Intermediate Chinese I. Further practice in the use of Chinese through listening, speaking, reading and writing.

105 Intermediate Chinese II. Continuing practice in spoken and written Chinese and further development of reading and listening abilities.

106 Intermediate Chinese III. Developing more fluency in speaking, understanding and writing Chinese as well as reading practice.

FRENCH

Foundation

101 Basic French I. Listening, understanding, speaking and writing French for the beginning student.

102 Basic French II. Continued emphasis on the four skills.

103 Basic French III. Completion of the basic elements of the French language, spoken as well as written.

104 Intermediate French I. Further practice in the use of French through listening, speaking, reading and writing.

105 Intermediate French II. Continuing practice in spoken and written French and further development of reading and listening abilities.

106 Intermediate French III. Developing more fluency in speaking, understanding and writing French as well as reading practice.
### Advanced

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>201</td>
<td>Advanced Grammar/Composition I.</td>
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<tr>
<td>202</td>
<td>Advanced Grammar/Composition II.</td>
</tr>
<tr>
<td>203</td>
<td>Advanced Conversation I.</td>
</tr>
<tr>
<td>204</td>
<td>Advanced Conversation II.</td>
</tr>
</tbody>
</table>

### Civilization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>304</td>
<td>French Civilization I. Intellectual, political, and social background.</td>
</tr>
<tr>
<td>340</td>
<td>French Civilization II. Contemporary France.</td>
</tr>
</tbody>
</table>

### Commercial

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>108</td>
<td>Intermediate French for Business II. Developing fluency in speaking, understanding and writing French as well as reading practice. Intensifying the use of the practical vocabulary applied in the world of business and finance.</td>
</tr>
<tr>
<td>109</td>
<td>Intermediate French for Business III. Perfecting skills necessary for communicating in French in the business world.</td>
</tr>
</tbody>
</table>

### Periods

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>301</td>
<td>The Middle Ages. Chansons de gestes, theatre, lyric poetry, chronicles.</td>
</tr>
<tr>
<td>302</td>
<td>Survey of 17th and 18th Century Literature. 1600 to the end of the ancien regime.</td>
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<tr>
<td>303</td>
<td>Survey of 19th Century Literature. From the aftermath of the revolution to the end of the nineteenth century.</td>
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<tr>
<td>305</td>
<td>Renaissance. LaPleiale, Rabelais, Montaigne, Marguerite de Navarre.</td>
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<tr>
<td>306</td>
<td>The Age of Louis XIV. Classical period 1660-1700.</td>
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<tr>
<td>308</td>
<td>The Romantic Movement. Lamartine, Hugo, Vigny, Musset.</td>
</tr>
<tr>
<td>312</td>
<td>Twentieth Century Writers. Proust, Gide, Malraux, Camus, Sartre.</td>
</tr>
<tr>
<td>313</td>
<td>The Surrealist Revolution. Nerval, Lautreamont, Breton, Aragon; Films of Man Ray and Bunuel.</td>
</tr>
<tr>
<td>314</td>
<td>Contemporary French Writers. Queneau, Robbe-Grillet, Duras, Mallet-Joris, Ionesco, Char.</td>
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</tbody>
</table>

### Genres

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>309</td>
<td>The French Novel.* Topics include: 17th and 18th Century Novel; World of Balzac; Flaubert and Stendahl; Realism and Naturalism; Contemporary Novelists; Survey of the Novel.</td>
</tr>
<tr>
<td>310</td>
<td>French Drama.* Topics include: Classical Drama; Romantic Drama; Contemporary Drama.</td>
</tr>
<tr>
<td>311</td>
<td>French Poetry.* Topics include: Form and Substance; Contemporary Poets; Baudelaire, Rimbaud, Verlaine, Mallarme.</td>
</tr>
<tr>
<td>315</td>
<td>Contemporary French Criticism.* Topics include: Structuralist Critics; Feminist Critics; Post-modernist Critics.</td>
</tr>
</tbody>
</table>
Cinema
329  **History of the French Film I.** From its origins to the 1930’s.
330  **History of the French Film II.** From the 1930’s to the New Wave.
331  **Contemporary French Cinema.** French cinema in the seventies and eighties.

**GERMAN**

**Foundation**

101  **Basic German I.** Listening, understanding, speaking and writing German for the beginning student.
102  **Basic German II.** Continued emphasis on the four skills.
103  **Basic German III.** Completion of the basic elements of the German language, spoken as well as written.
104  **Intermediate German I.** Further practice in the use of German through listening, speaking, reading and writing.
105  **Intermediate German II.** Continuing practice in spoken and written German and further development of reading and listening abilities.
106  **Intermediate German III.** Developing more fluency in speaking, understanding and writing German as well as reading practice.

**Advanced**

201  **Advanced Grammar/Composition I.**
202  **Advanced Grammar/Composition II.**
203  **Advanced Conversation.**

**Civilization**

309  **German Civilization I.** The rise and fall of the “Holy Empire”: Social, intellectual and artistic background of Germany from its origins to 1871.
310  **German Civilization II.** Social, intellectual and artistic developments in Germany from unification in 1871 to reunification in 1990.

**Periods**

301  **Introduction to German Literature I.** From origins to 1600.
302  **Introduction to German Literature II.** From 1600-1850.
303  **Introduction to German Literature III.** From 1850 to present.

**Genres**

304  **German Drama.** Topics include: The Classical Period; Drama of the 19th Century; Drama of the 20th Century.
305  **German Prose.** Topics include: Prose from 1600 to Goethe; from the Romantic to the Realistic Periods; prose of the 20th Century.
306  **The Novelle.** From Goethe to Grass.
307  **German Poetry.** Topics include: from the Baroque to Holderlin; from Romanticism to the present.
308  **Goethe’s Faust.** Part I and selected passages from Part II.
329  **The German Film.** Topics from all periods.
ITALIAN

Foundation
101 Basic Italian I. Listening, understanding, speaking and writing Italian for the beginning student.
102 Basic Italian II. Continued emphasis on the four skills.
103 Basic Italian III. Completion of the basic elements of the Italian language, spoken as well as written.
104 Intermediate Italian I. Further practice in the use of Italian through listening, speaking, reading and writing.
105 Intermediate Italian II. Continuing practice in spoken and written Italian and further development of reading and listening abilities.
106 Intermediate Italian III. Developing more fluency in speaking, understanding and writing Italian as well as reading practice.

Advanced
201 Advanced Grammar/Composition I.
202 Advanced Grammar/Composition II.
203 Advanced Conversation.

Civilization
304 Italian Civilization I. Origins to Renaissance.
340 Italian Civilization II. Post-Renaissance to Modern.

Periods
301 Introduction to Italian Literature I. 1100-1500.
302 Introduction to Italian Literature II. 1500-1800.
303 Introduction to Italian Literature III. 1800-present.
306 Realism. The Italian verismo.
307 Dante. Inferno.
308 Dante. Purgatorio and Paradiso.
310 Boccaccio and Petrarch. The Decameron and selected sonnets.

Genres
309 The Contemporary Novel. Calvino, Svevo, Pirandello, Moravia, and other modern Italian writers.
311 Italian Poetry.* Selected topics from all periods.

Cinema
329 Italian Film. 1945 to today.
JAPANESE

Foundation

101 Basic Japanese I. Listening, understanding, speaking and writing Japanese for the beginning student.
102 Basic Japanese II. Continued emphasis on the four skills.
103 Basic Japanese III. Further work on the basic elements of the Japanese language, spoken as well as written.
104 Intermediate Japanese I. Further practice in the use of Japanese through listening, speaking, reading and writing.
105 Intermediate Japanese II. Continuing practice in spoken and written Japanese and further development of reading and listening abilities.
106 Intermediate Japanese III. Developing more fluency in speaking, understanding and writing Japanese as well as reading practice.

Advanced

201 Advanced Japanese I. Further work on grammatical principles as well as intensive reading and writing practice.

POLISH

Foundation

101 Basic Polish I. Listening, understanding, speaking and writing Polish for the beginning student.
102 Basic Polish II. Continued emphasis on the four skills.
103 Basic Polish III. Further work on the basic elements of the Polish language, spoken as well as written.

RUSSIAN

Foundation

101 Basic Russian I. Listening, understanding, speaking and writing Russian for the beginning student.
102 Basic Russian II. Continued emphasis on the four skills.
103 Basic Russian III. Further work on the basic elements of the Russian language, spoken as well as written.
104 Intermediate Russian I. Further practice in the use of Russian through listening, speaking, reading and writing.
105 Intermediate Russian II. Continuing practice in spoken and written Russian and further development of reading and listening abilities.
106 Intermediate Russian III. Developing more fluency in speaking, understanding and writing Russian as well as intensive reading practice.

SPANISH

Foundation

101 Basic Spanish I. Listening, understanding, speaking and writing Spanish for the beginning student.
102 Basic Spanish II. Continued emphasis on the four skills.
103 Basic Spanish III. Completion of the basic elements of the Spanish language, spoken as well as written.
Intermediate Spanish I. Further practice in the use of Spanish through listening, speaking, reading and writing.

Intermediate Spanish II. Continuing practice in spoken and written Spanish and further development of reading and listening abilities.

Intermediate Spanish III. Developing more fluency in speaking, understanding and writing Spanish as well as reading practice.

Intensive Spanish. Communicating in Spanish for Medical Personnel. (Prerequisite: 2 years of High School Spanish or one year of College Spanish.)

Advanced

Advanced Grammar/Composition I.

Advanced Grammar/Composition II.

Advanced Conversation I.

Advanced Conversation II.

Grammar/Composition for the Hispanic I.

Grammar/Composition for the Hispanic II.

Civilization

Peninsular Civilization. Social, intellectual and artistic background of Spain.

Spanish American Civilization. Social, intellectual and artistic background of Hispanic America.

Commercial

Intermediate Spanish for Business I. Further practice in the use of Spanish through listening, speaking, reading and writing. Introduction to business vocabulary & letter writing.

Intermediate Spanish for Business II. Developing fluency in speaking, understanding and writing Spanish as well as reading practice. Intensifying the use of the practical vocabulary applied in the world of business and finance.

Intermediate Spanish for Business III. Perfecting skills necessary for communicating in Spanish in the business world.

Translation and Interpretation. Perspectives on Hispanic business through readings and translations.

Advanced Commercial Spanish. Advanced preparation for the use of Spanish in the business world.

Periods

Introduction to Spanish Literature I. Middle Ages through the Golden Age.

Introduction to Spanish Literature II. The Enlightenment to the present.

Spanish American Literature and Culture I. From the discovery of America to Romanticism.

Spanish American Literature and Culture II. From Modernism to the present.

Contemporary Spanish American Literature.* Topics include: Afro-Hispanic, Caribbean, Cuban, Revolutionary.

Medieval Spanish Literature. El Cid, La Celestina, El Conde Lucanor, Libro de Buen Amor.

The Golden Age.* Topics include: Lyric Poetry Theater.

208

Contemporary Spanish Literature. Topics include: the literature of Spain; Spanish American literature.

Introduction to Mexican Literature. From Sor Juana Inés de la Cruz to present day writers.

Genres

Spanish American Novel. From 18th and 19th Centuries, contemporary.

Spanish Ballad. Origins, kinds, readings and interpretations.

Cervantes. Don Quijote, Novelas Ejemplares.

The Spanish Novel.* Topics include: The Picaresque Novel; Nineteenth Century Novel; Twentieth Century Novel.

The Hispanic Essay of the Twentieth Century. Caso, Maranon, Paz, Reyes.

The Hispanic Short Story.* Topics include: Short Story in Spain; Spanish American Short Story.

The Twentieth Century Theater. Topics include: Peninsular Drama, Spanish American Drama.

Contemporary Poetry.* Topics include: the poetry of Spain, Spanish American poetry.

Hispanic Writers of the United States. Topics include Chicano literature, Puerto Rican literature, the literature of exile.

SPECIALIZED

Bilingual and Bicultural Teaching. Spanish America I. (No prerequisite).

Bilingual and Bicultural Teaching. Spanish America II. (No prerequisite).

Cinema

Latin American and Spanish Cinema. Survey of film directors and their works in Spain and Latin America.

LITERATURE IN TRANSLATION AND CINEMA

Topics in French Literature.* Masterpieces, themes and genres of French literature from its origins to the present day.

Topics in German Literature.* Masterpieces, themes and genres of German literature from its origins to the present day.

Topics in Italian Literature.* Masterpieces, themes and genres of Italian literature from its origins to the present day.

Topics in Russian Literature.* Masterpieces, themes and genres of Russian literature from its origins to the present day.

Topics in Hispanic Literature.* Masterpieces, themes and genres of Hispanic literature from its origins to the present day.

World of the Cinema. Critical analysis of cinematic development.

Contemporary Cinema. Films of innovation in relation to the heritage of the cinema.
309 Modern Languages: The Novelist's World. Topics include: Balzac and Dostoievski; Flaubert and Turgenev; Stendhal and Tolstoy; Portraits of Women; Ambitious Young Men; Revolutions and Revolutionaries.

389 Topics in Comparative Literature. Variable topics. Consult course schedule for current offering.

392 Internships. Variable credit.

398 Special Topics in Modern Languages. Foreign Study.

CRITICISM, LINGUISTICS AND TEACHING

204 Language (Honors). Language and its implications for individual and social existence. Potentialities of language within the realms of semantics, communication, science and poetry.

349 Teaching Modern Languages (cross-listed as Education 349).


351 German Phonology and Phonetics. An in-depth study of the language’s sound system and intensive pronunciation practice.

352 Spanish Phonology and Phonetics. An in-depth study of the language’s sound system and intensive pronunciation practice.

353 Italian Phonology and Phonetics. An in-depth study of the language’s sound system and intensive pronunciation practice.

355 Contemporary Criticism. An overview of contemporary criticism from the Russian formalists to Post-Modernism.

398 Special Topics in Modern Languages. See schedule for current offerings.

399 Independent Study. Variable credit. Prerequisite: permission of chair and instructor required.
The purposes of the nursing program are to prepare beginning practitioners of professional nursing to: function effectively, to be instrumental in initiating needed change and to collaborate with others to meet present and future health needs of society; provide a liberal education which fosters a broad personal and professional perspective as a basis for continued growth; and provide a foundation for graduate study in nursing. The professional nurse applies knowledge of life processes in human systems to specific populations in a culturally acceptable manner. Emphasis is on the promotion and maintenance of health, the prevention of disease and the recognition of other variables that may influence the strategies and tactics of intervention. Implicit in the program framework is a view of humans as holistic, dynamic and complex beings in interaction with the environment. Whether this interaction results in adjustment to the environment or in an active intervention to change the environment, the interaction processes incorporate physical, rational, psychological, emotional, intellectual, and spiritual attributes. For those persons who do not possess the resources adequate to facilitate successful adaptation, assistance must be provided.

Since health is a major priority of society, nursing, in collaboration with other health professions, assists individuals to achieve health by helping to modify certain socialization, developmental and adaptive processes. Thus, the nurse participates in the interaction of person and environment to promote and maintain health. In those situations where health gives way to illness, the nurse aids in the process of restoration of health through resolution where this goal is reasonable.

ADMISSIONS

Acceptance of all students who wish to enter the program depends upon the availability of spaces. Other criteria for admissions are as follows: (1) incoming freshmen are accepted on the basis of academic record and potential; (2) transfer students are accepted on the basis of academic record (at least a GPA of 2.8 on 4 point scale) and will receive transfer credit for the appropriate number of quarter hours; (3) registered nurses fulfilling degree requirements are accepted on the basis of academic record. Registered nurses will be admitted to clinical courses and companion theory courses based on vacancies and their date of acceptance into the nursing program. Once students are admitted into the University, they are required to see an advisor in the Department of Nursing to plan a course of study. Failure to receive such advice may result in untimely delays in the student's program.
Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Nursing. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required. 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 4 courses (3 Level I and Pre-requisite course; Psych. 303 satisfies BSS Level II Requirement).

Natural Sciences and Mathematics: 4 courses (2 Level I and 2 Level II).

A significant component of a student's liberal education is a knowledge of the principles and methods which direct inquiry in all divisions of knowledge. Consequently, the Department of Nursing requires that the student receive a balanced program in all divisions of the Liberal Studies program.

NURSING PROGRAM REQUIREMENTS

I. Standard Concentration

The following courses are prerequisites to Junior Level nursing courses. Students must complete all of the Standard Concentration requirements (with a grade of "C" or better) and most of the Liberal Studies requirements before beginning their upper division nursing courses. The only exception is the statistics requirement.

Nursing: 240 Dimensions of Professional Practice; 250 Introduction to Health: A Life Span Approach; 291 Introduction to Professional Practice; 294 Health History and Physical Assessment; plus 52 quarter hours of upper division nursing courses.
Biology: 201 Mammalian Anatomy; 202 Mammalian Physiology; and 210 Microbiology.
Chemistry: 109 General Chemistry or 111 General and Analytical Chemistry I.
Mathematics: 242 Elements of Statistics (crosslisted with Sociology 240: Introductory Statistics for the Social Sciences); or Psychology 240 Introductory Statistics for the Behavioral Sciences. (Statistics must be taken before Senior Level Nursing courses.)
Physics: 160 Human Body as a Physical System.
Psychology: 303 Human Development.
Sociology: 102 Cultural Anthropology.

II. Concentration for the Registered Nurse

Registered Nurse students can obtain 32 quarter hours of credit for prior learning by passing specific tests from the American College Testing Proficiency Examination Program (ACT-PEP). A maximum of 66 semester hours (99 quarter hours) can be accepted from a Community Junior College.

Failure to pass the ACT-PEP tests will necessitate the registered nurse enrolling in specific sophomore and junior level nursing courses. (Students have the opportunity to repeat each ACT-PEP test once.) After passing the ACT-PEP tests or DePaul Nursing courses, all registered nurse students must enroll in Nursing 294, 296 and 298 prior to taking senior level nursing courses.

All Registered nurses will also be expected to have completed all prerequisite courses and most Liberal Studies courses before beginning senior level nursing courses. Registered nurses should plan to complete all requirements for graduation at the time they finish nursing courses. Opportunities are available for registered nurse students to take most liberal arts and nursing courses in the day and/or evening sections.

Graduates from Diploma or Associate Degree programs must be licensed to practice nursing in the State of Illinois and must have sufficient credit hours at DePaul University to be classified as a senior student before starting senior level nursing courses. Placement of students in clinical sections will be done according to space and professional experience of the registered nurse students.

III. Articulated B.S./M.S. Program

This option is currently being developed and will be available to qualified generic and registered nurse students. Selection will be based on, but not limited to, these criteria: cumulative GPA of 3.0 and a GPA in nursing courses of 3.4 (on a 4 point scale); successful completion of all junior level courses; and a willingness to do full time study. Students selected for this option will use three master's level core courses for credit towards both BS and MS degree requirements.
SPECIAL PROGRAMS OR REQUIREMENTS

Scholastic Conditions

A Bachelor of Science degree with a major in nursing requires a minimum of 188 quarter hours. Courses in the nursing major are arranged by levels (sophomore, junior, and senior) and consist of increasingly complex experiences. Learning experiences are arranged on three levels with the nursing major primarily concentrated in the upper division. Because of the ordered sequences of learning in the nursing program, students who do not achieve a "C" grade in a nursing course must repeat the course successfully before proceeding to the next level. Students must have at least a cumulative grade point average of 2.5 on a 4.0 scale before starting junior and senior level nursing courses. Because nursing is a professional curriculum leading to licensure with its attendant public responsibilities, students who receive a total of three unsatisfactory grades (C, D+, D, F, and/or "W" with an unsatisfactory grade) in nursing courses, are not permitted to continue in the program. A student will have only one opportunity to repeat a nursing course from which (s)he has withdrawn. In addition to achieving a grade of C in nursing courses, students must maintain an overall grade point average of 2.5 to remain in the program.

Students who drop or withdraw from a nursing course are required to see the Chair of the Department the quarter prior to registering to repeat the course so that placement can be planned. Students who are out of the program for one year or more will need to re-establish counseling within the Department of Nursing prior to resuming the nursing sequence. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student in the appropriate level within the nursing program. Students who fail or withdraw from theory and/or clinical courses offered concurrently will be required to repeat the course for which withdrawal or the failing grade was recorded and will be required to audit or show proficiency in the companion course.

Nursing majors should plan to complete all requirements for graduation at the time they finish nursing courses.

Fees and Responsibilities

Generic Students

Students are expected to purchase the student uniform (in conformance with the student dress code), name badge, patch, stethoscope, bandage scissors, and malpractice insurance. (Contact the Department of Nursing for advisement before purchase of items.) In addition, there are fees for selected courses and for the standardized achievement tests. A physical examination is required before starting Junior level nursing courses and selected laboratory tests are required for some courses per agency request. Certification as a basic rescuer in cardiopulmonary resuscitation is required before starting junior level courses and recertification is required yearly while the student is in the program. Students who are out of the program for one or more quarters must update their health status to meet clinical agency requirements. Transportation to cooperating agencies is the responsibility of the student.

Registered Nurse Students

The fees and responsibilities for registered nurse students are identical to those of the generic students. The physical examination, selected laboratory tests, certification as a basic rescuer in cardiopulmonary resuscitation, and malpractice insurance from DePaul are required before registered nurse students can enter clinical courses at the senior level. In addition, these students must have a current license to practice nursing in Illinois.
Courses

The nursing courses are designed to assist the student in developing skills in the area of nursing practice in selected situations where the number of variables are controlled and matched in relation to the learner, the client, and the setting. Research in nursing and health care delivery is introduced in the beginning courses and continued throughout the program of studies. The nursing process is the vehicle used to approach selected concepts.

All courses carry 4 quarter hours credit unless otherwise indicated. Registration in nursing courses is restricted to nursing majors unless otherwise indicated.

SOPHOMORE NURSING (For students entering the nursing program after the ‘89-90 academic year.)

240 Dimensions of Professional Practice. This course is designed to introduce the student to the philosophical and conceptual framework of the Department of Nursing. Professional nursing is explored in relation to expected role change through the process of socialization which involves the use of inquiry and the research process, and communication and interpersonal skills. The nursing process is introduced and explored along with the major concepts of health, aging, and stress. (Prerequisite: admission to the nursing program.)

250 Introduction to Health: A Life Span Approach. This course is designed to deepen the students awareness of the health needs of individuals, families, and communities. Emphasis is placed on the role of culture and how it affects both health needs and the means by which these needs are met. Communication, values and ethics, involved in health promotion and disease prevention, and the role of the professional nurse are also explored. Basic health needs of individuals across the lifespan are examined and compared for similarities and differences. (Prerequisite: Nursing 240 or permission of faculty.)

291 Introduction to Professional Practice. This course continues the expansion of the nursing process and examines various nursing theories and their application to nursing practice. Basic concepts and skills required for meeting health needs, decision making skills, and the use of teaching/learning principles are emphasized. Focus is on health maintenance and the use of available resources. (Prerequisites: Nursing 240, 250.) Fee: $20.00

299 Nursing Major. This is a non-credit course for nursing majors. Students may register for this course with permission of the department chair.

JUNIOR NURSING (For students entering the nursing program after the ‘89-90 academic year.)

Admission Requirements to Junior Level Nursing Courses:
1) All students must have completed at least 88 quarter hours. 2) all prerequisite courses (240, 250, 291; Biology 201, 202, and 210, Chemistry 109 or 111, Physics 160, Psychology 303 and Sociology 102) must be completed with a grade of C or better. 3) student achievement in relation to pre-requisite courses and satisfactory GPA will be reassessed prior to admission to junior level nursing courses.

294 Health History, Physical and Other Assessment Techniques. A survey course with a laboratory, which will provide an enhancement of basic skills needed to carry out the nursing process. (Prerequisite: Nursing 291, Biology 201 and 202.) Fee: $20.00.
NSG

306 Concepts of Human Adaptation I. This course focuses on fundamental concepts and theories underlying optimal health. Stress, adaptation, crisis, loss, physical and psychologic coping mechanisms, and other factors and processes affecting normal growth and development are explored. (Concurrent registration with Nursing 307.)

307 Concepts of Human Adaptation II. This course explores principles of nutrition and pharmacology. Focus is on the psychologic and psychologic effects on human adaptation across the lifespan. (Concurrent registration with Nursing 306.)

308 Nursing: The Family During the Childbearing Years. This course focuses on the health care needs of the family as a developing unit. Childbearing is viewed as a normative physiologic process. Developmental, socialization, and adaptation theories are explored in relation to attainment and maintenance of optimal health in families. The nursing process is used to organize the essential content for the learner. (Prerequisites: Nursing 294, 306, and 307.)

309 Clinical Nursing: The Family During the Childbearing Years. This course focuses on the clinical application of Nursing 308. A variety of clinical settings are used for the learning experiences. The nursing process serves as the organizing framework for nursing practice. (Concurrent registration in Nursing 308 is required.) Fee: $20.00.

314 Nursing: Health Management of the Adult. This course incorporates the developmental, socialization and adaptation processes in assisting adults to attain, regain and maintain optimum health.

315 Clinical Nursing: Health Management of the Adult. This course focuses on the clinical application of Nursing 314 theoretical base in a variety of clinical settings. The nursing process serves as an organizing framework for nursing practice. (Concurrent registration in Nursing 314 is required.) Fee: $20.00.

SENIOR NURSING (For students enrolled in the nursing program prior to the '89-'90 academic year.)

Before enrolling in Senior Level Nursing Courses students must have completed at least 131 quarter hours and all junior level nursing courses. Students must be currently certified as a basic rescuer in Cardiopulmonary Resuscitation. Students must update personal health records based upon agency requirements.

316 Nursing: Health Care Delivery for the Family in the Community. This course is designed to provide students with a comprehensive view of nursing, aging and research in the community. Community health nursing is a broad based specialty within the field of nursing that has as its major goal the promotion and maintenance of health and healthful living practice.

317 Clinical Nursing: Health Care Delivery for the Family in the Community. This course requires the clinical application of concepts developed in Nursing 316. Community health nursing is a broad based specialty within the field of nursing. The clinical setting provides the student the opportunity through the nursing process to assist clients and their families to manage their health problems and meet their health needs. (Concurrent registration in Nursing 316 is required.) Fee: $20.00.

320 Nursing: Mental Health Promotion. This course is designed to provide a holistic perspective addressing the five dimensions (physical, spiritual, emotional, social and intellectual) of the person as an organizing framework for the nursing process. Communication principles are incorporated, which are applicable to all aspects of nursing.
Clinical Nursing: Mental Health Promotion. This is the clinical application of concepts taught in Nursing 320. The primary setting will be in an acute care psychiatric facility with selected field trips. (Concurrent registration in Nursing 320 is required.) Fee: $20.00.

Nursing: Advanced Health Management of Adults. This course emphasizes the nurses' process skills of scientific inquiry in the care of individuals and families with acute health problems. Concepts and objectives are taken from current senior level nursing courses.

Clinical Nursing: Advanced Health Management of Adults. Clinical application of the nursing process in the acute care setting will provide the student with opportunities to participate in decision making. (Concurrent registration with Nursing 324 is required.) Fee: $20.00

Fundamental Principles of Research and Management in Nursing. (For Senior Generic and Registered Nurse Students.) This course will explore the steps in the research process and assist the student to develop initial skills in research critique. The student will also explore leadership and management principles from the perspective of the entry level professional role.

FLEXIBLE OPTION FOR REGISTERED NURSE STUDENTS

Health History, Physical and Other Assessment Techniques. A survey course with a laboratory, which will provide an enhancement of basic skills needed to carry out the nursing process. (Prerequisite: Completion of a program for registered nurse students.) Fee: $20.00

Introduction to the Functioning Health Care System. This course presents the health care system as a composition of subsystems affecting all as consumers and as health care providers. It serves as a basis for the mutual sharing of concerns related to culture, changing roles for consumer and provider. Focus is on health promotion and disease prevention aspects across the life span. (Nursing 250 is an acceptable replacement.)

Conceptual Approach to Nursing. (For Registered Nurse Students only—immediately prior to enrolling to senior level courses.) This course is designed to introduce the registered nurse student to the philosophy, purposes, and conceptual framework of the nursing program at DePaul. The focus is concept formation and utilization in nursing, and the expansion of the nursing process. An assessment of clinical skills is a part of this course.

Prerequisites for entrance into senior level of the flexible option: 1) license to practice professional nursing in Illinois; 2) purchase of malpractice insurance through DePaul; 3) professional experience; 4) successful passing of ACT/PEP tests and/or sophomore and junior level nursing courses; 294, 296 and 298, allied required courses and most of general education courses; 5) physical examination with selected laboratory tests is required before starting senior level courses; 6) students must be certified in cardiopulmonary resuscitation; and 7) students must provide own transportation to agencies.

Nursing: Health Care Delivery for the Family in the Community. (Senior Registered Nurse Students only) This course is designed to provide the students with a comprehensive view of nursing, aging and research in the community. Community health nursing is a broad base specialty within the field of nursing that has as its major goal the promotion and maintenance of health and healthful living practice.
Clinical Nursing: Health Care Delivery for the Family in the Community. (Concurrent registration in Nursing 316 is required—Senior Registered Nurse Students only.) This course focuses the clinical application of the concepts developed in Nursing 316. Community health nursing is a broad base specialty within the field of nursing. The clinical setting provides the student the opportunity through the nursing processes to assist clients and their families to manage their health problems and meet their health needs. Fee: $20.00.

Nursing: Health Care Delivery of the Adult. (Senior Registered Nurse Students only.) This course is designed to explore the planning and delivery of health and illness care for adults. Major concepts include assessment of health needs, maturational and situational crises, acute and chronic disruptions in homeostasis. The effects of aging and chronicity are emphasized.

Clinical Nursing: Health Care Delivery of the Adult. (Concurrent registration in Nursing 318—for Senior Registered Nurse Students only.) This course requires the clinical application of the concepts identified and explored in Nursing 318. Fee: $20.00.

Fundamental Principles of Research and Management in Nursing. (For Senior Generic and Registered Nurse Students.) This course will explore the steps in the research process and assist the student to develop initial skills in research critique. The student will also explore leadership and management principles from the perspective of the entry level professional role.

Theoretical Basis of Nursing Practice. (For Registered Nurse Students.) The focus of this course will be on the role of nursing theory as a guide and framework for nursing practice. Various other theories in the behavioral and social sciences will also be explored in relation to their application in the health care setting.

ELECTIVE COURSES

Women's Health (cross-listed as WMS 230). This course explores theoretical and applied information concerning women's health, with an emphasis on a wellness perspective.

Seminar. Selected topics in Nursing.

Independent Study.
The Department serves the needs of the student who seeks an understanding of philosophical issues for personal enrichment, the student who desires a more fundamental appreciation of philosophy in support of law, medicine, business, and various academic disciplines, and the student who wishes to continue the study of philosophy at the graduate level.

Through its courses and programs, the Department acquaints students with various philosophical systems and with basic problems posed by diverse thinkers. Courses have been designed to highlight both the humanistic and technical features of philosophy.

The Department also recognizes the important need for skills and training. Its courses in logic and analysis have been designed to help students become more perceptive in their experiences and more critical in their thinking.

Further, the Department is aware that in our age of rapid change, society often tends to neglect the meaning and worth of the person. Courses are therefore offered which investigate and emphasize the dignity of the person; and by helping one understand the nature and grounds of ethical judgments, to promote an appreciation and ordering of human values.

The Department has recently completed a thorough revamping of its entire undergraduate program. Our purpose has been (1) to ensure that our Liberal Studies courses remain responsive to the needs of the student who does not plan to specialize in philosophy; (2) to expand and enrich our offerings for philosophy majors.

The Department is particularly proud of its "Philosophy Forum," an undergraduate philosophy club organized and run by our spirited and energetic students!

**FACULTY**

David Farrell Krell, Professor and Chair
Kenneth D. Alpern, Ph.D., Associate Professor
Bernard J. Boelen, Ph.D., Professor Emeritus
Robert A. Cooke, Ph.D., Associate Professor
Paul Davies, Ph.D., Assistant Professor
Parvis Emad, Ph.D., Professor
Manfred S. Frings, Ph.D., Professor
Donald J. Hermann, LL.M., Ph.D., Adjunct Professor
Stephen G. Houligate, Ph.D., Associate Professor
Daryl Koehn, Ph.D. Assistant Professor
Gerald F. Kreycze, Ph.D., Professor Emeritus
James W. Keating, Ph.D., Professor Emeritus
Mary Jeanne Larrabee, Ph.D., Associate Professor
Robert Lechner, C.Pp.S., Ph.D., Professor Emeritus
Bill Martin, Ph.D., Assistant Professor

Duquesne University
University of Pittsburgh
University of Louvain
University of Chicago
University of Sussex
University of Vienna
University of Cologne
Northwestern University
Cambridge University
University of Chicago
University of Ottawa
Catholic University of America
University of Toronto
University of Fribourg
University of Kansas
PHL

Thomas N. Munson, S.T.L., Ph.D., Professor Emeritus
Michael Naas, Ph.D., Assistant Professor
David W. Pellauer, Ph.D., Associate Professor
David A. White, Ph.D., Adjunct Associate Professor

University of Louvain
SUNY-Stony Brook
University of Chicago
University of Toronto

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Philosophy. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required. 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 2 courses in the Department of Religious Studies or other departments designated by the Division (1 Level I and 1 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

The student should enroll only in those courses offered in the Division of Philosophy and Religion by the Department of Religious Studies (or other departments designated by the Division). Courses in the Department of Philosophy will not be applied toward the requirements of the division. It is important that the student know not only the special problems and topics which traditionally form the subject matter of philosophy but also the principles and methods which constitute the study of religion.

DEPARTMENTAL DEGREE REQUIREMENTS

Standard Concentration

Philosophy: 56 quarter hours in philosophy (or their equivalent) distributed as follows:

Basic prerequisite: 100 Philosophy and Its Issues. Cognitive Skills: one course which must be either 301 Basic Logic or 302 Symbolic Logic. History Sequence: All three courses (310 Greek/Medieval, 312 Modern, and 313 Contemporary). Figures and Texts: two courses. Philosophical Themes: three courses, one of which must be either 320 Metaphysics or 321 Epistemology or 327 Topics in Ethics. Students must also take the Seminar for Philosophy Majors. The remaining twelve quarter hours may be taken from any of the offerings.

The student must elect 52 quarter hours of additional coursework, at least 24 quarter hours of which must be taken outside Philosophy. Students should regularly discuss their choice of electives with their Advisors.
The regular program of courses is supplemented by philosophical symposia and mini-courses featuring prominent philosophers and by departmental colloquia. Each student is expected to consult with his or her departmental advisor on course selection. With departmental permission, a senior may take one course selected from the graduate offerings in philosophy. He or she may take this course on a Pass/Fail basis. Certain courses in other departments are acceptable equivalents for philosophy credit. Seniors may also petition for the opportunity to do an undergraduate thesis. Successful completion of this thesis, together with superior performance in course work, may lead to a degree with distinction.

SPECIAL PROGRAMS

Philosophy Minor

The minor program is designed to complement the majors of other departments. It is designed also for those who, while not wishing to specialize in philosophy, nonetheless seek to pursue enduring questions, appraise contemporary values, and discuss critically topics of general human concern. (If you wish to use this program as an academic minor, check with your department for permission and with the Philosophy department for sample programs.)

The 24 quarter hours which are required for a minor in philosophy are to be distributed as follows: History sequence: all three courses; Figures and Texts: one course; Philosophical Themes: one course. The remaining course may be taken from any of those offered at the undergraduate level by the department, except 100 Philosophy and Its Issues. With permission a student may take the Seminar for Philosophy Majors as part of his or her minor. Transfer credit may be recognized. (Please note that 100 Philosophy and Its Issues is the prerequisite for all philosophy courses except those listed under Cognitive Skills, i.e. 301, 302, 303.)

Courses

All courses carry 4 quarter hours credit.

Prerequisite for all courses (except Cognitive Skills):

100 Philosophy and Its Issues. An introduction to basic philosophical concepts, methods, and problems.

Value Studies

200 Ethical Theories. Selected readings to acquaint students with different approaches to ethics.

204 Philosophy and Existential Themes. A study of the principal ideas regarding the human condition developed in existential literature: death, absurdity, alienation, freedom, God, authenticity.

208 Values and Persons. A study of the connections between different conceptions of selfhood and different ethical, political, and aesthetic values.

228 Business, Ethics and Society (cross-listed as Management 228). An examination of various ethical and moral issues arising in contemporary business and its activities which affect our society and the world.
PHL

229  **Biomedical Ethics** (cross-listed as Religious Studies 229). Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspective of Religious Studies and Philosophy. (Prerequisite: Religious Studies 100 and Philosophy 100.)

230  **Contemporary Issues in Ethics.** This course will examine a range of ethical issues of contemporary concern, such as abortion, euthanasia, and capital punishment.

231  **Philosophy and the Question of Race.** A philosophical inquiry into such issues as racism, anti-Semitism, genocide.

232  **What Is Freedom?** This course will investigate various conceptions of freedom, and will consider in particular the difference between freedom and 'doing or saying whatever you wish'.

233  **Issues in Sex and Gender.** A philosophical investigation into the nature of sex and gender and the role they play in defining human identity.

234  **Philosophy and Modern Society.** This course will consider such issues as the relation between society and the state, the connections between work, leisure, and poverty, and the social effects of prejudice and resentment.

235  **Philosophy and the Environment.** A philosophical study of our environment, the nature of nature, the ecosystem, and the planet.

236  **Philosophy and the City.** This course examines the meaning of the city for philosophy and the meaning of urbanization for the formation of values.

237  **War and Peace.** A philosophical reflection upon the causes of war and the possibilities for peace.

238  **Philosophy and Women.** An examination of the unique contribution which women have made, and can make, to philosophy and the study of values.

240  **Love, Hatred, and Resentment.** A phenomenological inquiry into these three powerful emotional states.

241  **Ethics and Public Policy.** A study of the ways in which ethics can assist us in thinking about matters of public policy.

**Cognitive Skills**

301  **Basic Logic.** A study of fundamental logical concepts and techniques, methods of argument, and ways of detecting fallacies.

302  **Symbolic Logic.** A study of the methods and techniques of formulating and evaluating arguments with the help of symbolic notation. (301 recommended but not required.)

303  **Critical Thinking.** A study of argumentation as it occurs in everyday life, the media, etc.

**History Sequence**

310  **Greek and Medieval Thought.** A study of selected thinkers and issues from the ancient Greek and Medieval periods.

312  **Modern Thought from Descartes to Hegel.** A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries.

313  **Contemporary Thought from Hegel to Derrida.** A study of some of the most influential thinkers of the last 150 years.
Figures and Texts

Each course in this section involves the study of selected texts from the designated periods or areas of philosophy or by the designated authors.

360  Greek Philosophy.
361  Plato.
362  Aristotle.
363  Medieval and Renaissance Philosophy.
364  17th and 18th Century Rationalism.
365  17th and 18th Century Empiricism.
366  Descartes.
367  The Enlightenment.
368  German Idealism.
369  Kant.
370  Hegel.
371  19th Century Philosophy.
372  Marx.
373  Nietzsche.
374  20th Century Philosophy.
375  Phenomenology and Existentialism.
376  American Philosophy.
377  Philosophy and Deconstruction.
378  Analytic Philosophy.
379  Eastern Thought.
380  Selected Figures and Texts.

Philosophical Themes

320  Metaphysics. A critical examination of selected metaphysical systems and issues.
321  Epistemology. An investigation of some of the central issues in the philosophy of knowledge, including the nature of knowledge, truth, and certainty.
322  Philosophy of Language. An investigation into the nature of language and its significance for philosophical inquiry.
325  Basic Concepts of Phenomenology. This course emphasizes the principal themes of such thinkers as Husserl, Merleau-Ponty, and Heidegger.
327  Topics in Ethics. A focused discussion of specific issues in moral and ethical philosophy.
328  Topics in Economic, Social, and Political Philosophy. A focused discussion of specific issues in economic, social, and political philosophy.
340  Philosophy of Religion. A study of the relation between religion and philosophy as it has been understood by philosophers, theologians, historians of culture, anthropologists, etc.
342  Philosophy of Law. An examination of fundamental legal concepts, and particularly of the concept of law itself.
Philosophy and the Natural Sciences. An investigation of the achievements and limits of science.

Philosophy and History. A study of some of the most significant theories of history.

Philosophy and Psychology. A philosophical inquiry into the nature and history of psychology, psychoanalysis, and psychotherapy.

Dramatic Theory: Tragedy (cross-listed as Theatre Studies 224). A study of some of the main philosophical theories of tragedy together with readings of some of the most important ancient and modern tragedies.

Dramatic Theory: Comedy (cross-listed as Theatre-Studies 225). A study of some of the main philosophical theories of comedy together with readings of some of the most important ancient and modern comedies.

Philosophical Themes in Literature. An investigation of philosophical topics as they appear in fiction, drama, and poetry.

Feminist Theories. A study and critique of issues related to women and of their philosophical presuppositions and consequences.

Selected Topics and Controversies.

Philosophies of Africa. A study of patterns of philosophical thinking from the African continent.

Independent Study.

Seminar for Philosophy Majors

Seminar for Philosophy Majors.
Physics

Donald O. Van Ostenburg, Ph.D., Professor and Chair

The Department of Physics offers courses to meet a broad spectrum of student needs. In the Standard Concentration (I) it provides a curriculum designed to prepare majors for graduate study in physics or such applied sciences as acoustics, optics, photonics, computer science, engineering and bio-physics. In Concentration II the department offers a curriculum in microelectronics designed for students seeking careers in computer fields such as automation, hardware design, and systems maintenance.

The Physics Department also offers a course of study designed to provide the students with the scientific basis for careers in engineering. This Pre-engineering Program is an important component of the Physics department curriculum. The general and special courses offered enable the students to compete successfully in engineering or engineering related fields.

Finally, the Department of Physics offers a less mathematical curriculum for students who require familiarity with the concepts, methodology, and instrumentation of physics as part of their preparation for careers in fields such as health, law, journalism, etc. A program in Secondary Teacher Education is also available.

FACULTY

Donald O. Van Ostenburg, Ph.D., Professor and Chair
Anthony F. Behof, Ph.D., Associate Professor
Mary L. Boas, Ph.D., Professor Emeritus
Eric D. Carlson, Ph.D., Adjunct Assistant Professor
(Adler Planetarium)
Richard J. DeCoste, II, Ph.D., Assistant Professor
Zuhair M. El Saffar, Ph.D., Professor Emeritus
Julius J. Hupert, Ph.D., Professor Emeritus
Gerard P. Lietz, Ph.D., Associate Professor
John W. Milton, C.S.V., M.S., Assistant Professor
Mark T. Pundurs, Ph.D., Assistant Professor
Mark T. Ratajjack, Ph.D., Associate Professor
Edwin J. Schillinger, Ph.D., Professor Emeritus
Thomas G. Stinchcomb, Ph.D., Professor

Michigan State University
University of Notre Dame
Massachusetts Institute of Technology
Northwestern University
University of Iowa
University of Wales, Great Britain
Northwestern University
University of Notre Dame
Saint Louis University
Illinois Institute of Technology
Northwestern University
University of Notre Dame
University of Chicago
Bachelor of Science

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Science in Physics. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 1 course chosen from among Interdisciplinary Studies 220, 221, 222, 230, Physics 205, Mathematics 301 or Chemistry 222.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration

Physics: 170 University Physics I; 171 University Physics II; 172 University Physics III; 270 University Physics IV; 271 Intermediate Physics I; 272 Intermediate Physics II; 310 Mechanics; 320 Electricity and Magnetism; 340 Thermal Physics; 350 Optics; 360 Modern Physics I; 361 Modern Physics II; 380 Experimental Physics I; 381 Experimental Physics II; 382 Experimental Physics III.

Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II; 115 General and Analytical Chemistry III.

Mathematics: 160 Calculus for Mathematics and Science Majors I; 161 Calculus for Mathematics and Science Majors II; 162 Calculus for Mathematics and Science Majors III; 260 Multivariable Analysis and Linear Algebra I; 261 Multivariable Analysis and Linear Algebra II; 393 Methods of Theoretical Physics I; 394 Methods of Theoretical Physics II.

Pre-Engineering Curricula

Two curricula in pre-engineering are offered at DePaul University: (1) a five-year program encompassing three years of study at DePaul and two years at a cooperating School of Engineering leading to a Bachelor of Arts degree granted by DePaul University and the Bachelor of Engineering degree granted by the engineering school, or (2) a two-year program at DePaul leading to completion of the degree at the engineering school. With the latter option, DePaul University does not grant a degree but the student benefits from the high faculty/student ratio in courses.

The Physics department administers the Pre-Engineering program in all fields except for Chemical and Petroleum Engineering, which are administered by the Chemistry department.

DePaul has cooperative agreements with a number of engineering schools. Further information can be obtained from Dr. Van Ostenburg, the department chairman. Physics and Pre-Engineering majors should be advised by faculty in the Physics department as they enter DePaul.
II. Microelectronics

Computer Science: 205 Fortran 77 Programming; 215 Introduction to Structured Programming Using C or 225 C Language for Programmers; 310 Principles of Computer Science I.

Mathematics: 160 Calculus for Mathematics and Science Majors I; 161 Calculus for Mathematics and Science Majors II; 162 Calculus for Mathematics and Science Majors III; 260 Multivariable Analysis and Linear Algebra I; 261 Multivariable Analysis and Linear Algebra II; 393 Methods of Theoretical Physics I.

Supporting Fields: Nine courses which can be selected from the following: Physics 270, 271, 272, 310, 320, 340, 350, 352, 360, 361, 363, 396, 397; Computer Science 311, 312, 320, 343, 345, 360, 362, 385, 386; Chemistry 111, 113, 115; Mathematics 394, 395

Specializations in Computer Hardware, Telecommunications, Optoelectronics, and Solid State Devices may be obtained by appropriate choices for the nine supporting field courses. The particular courses for each specialization may be obtained from Dr. M.T. Ratajek.

III. Descriptive Physics
Physics: The courses which must include General Physics 150, 151, 152 or 170, 171, 172.

Supporting Fields: The courses which must include Calculus 150, 151, 152 or 160, 161, 162 as well as General Chemistry 111 and 113.

IV. Teacher of Physics: Secondary Level

The Department of Physics offers a concentration of study which combines the requirements for a major in Physics with certification for teaching physics at the junior high, middle, and senior high school levels. A student electing such a program should consult the School of Education counselor as well as the Physics counselor as soon as possible after entering DePaul. Two programs are available.

Standard program: Physics 170 University Physics I; 171 University Physics II; 172 University Physics III; 270 University Physics IV; 271 Intermediate Physics I; 272 Intermediate Physics II; and five additional Physics courses, chosen from Concentration I or III; Chemistry 111 General and Analytical Chemistry I, 113 General and Analytical Chemistry II, and 115 General and Analytical Chemistry III; Education 339 Teaching Science in the Secondary School; Mathematics 160 Calculus for Mathematics and Science Majors I, 161 Calculus for Mathematics and Science Majors II, 162 Calculus for Mathematics and Science Majors III, 260 Multivariable Analysis and Linear Algebra I and 261 Multivariable Analysis and Linear Algebra II.

Physical Science program: General Physics 150, 151 and 152, six additional Physics courses chosen with Physics Advisor's consent. Chemistry 111 General and Analytical Chemistry I and 113 General and Analytical Chemistry II, and 115 General and Analytical Chemistry III; Education 339 Teaching Science in the Secondary School; and Mathematics 150, 151, 152 (or equivalent).
SPECIAL PROGRAMS

Master of Science Degree

Students intending to pursue a graduate physics program should complete as many of the required courses as possible by the end of the junior year and should take additional courses (395 Methods of Theoretical Physics III and graduate courses as available during their senior year. Following this plan, a student should be able to complete the B.S. and M.S. in five years. All departmental majors are encouraged to participate in research.

Double Major

Students interested in a double major such as mathematics and physics or computer science and physics, may elect a sufficient number of advanced mathematics or computer science courses (generally six to eight) to satisfy the requirements of the concentration of their choice.

Physics Minor

A student majoring in another field of study may obtain a minor in Physics by taking six courses in Physics. For a standard Physics minor, three of these courses must be either 150, 151, 152 or 170, 171, 172. For a Microelectronics minor, three of these courses must be 110, 232, 312 or 397 with three additional courses chosen from 150, 151, 152, 160, 170, 171, 172, 206, 231, 331, 332, 333, 396.

Note for Computer Science majors: A Microelectronics minor may be obtained by taking either the 150 or 170 course sequence and 110, 232, 312 or 397.

Note for Recording Sound Technology majors in the School of Music: A Microelectronics minor may be obtained by taking one additional course (see page 308).

Research at Argonne National Laboratory

College juniors and seniors with a minimum GPA 3.0/4.0 who are U.S. citizens or permanent residents may apply for the Science and Engineering Research Semester at Argonne. This is an excellent way to augment a student's education. The program pays $200 per week plus housing and travel. For more details write to: Science and Engineering Research Semester, Division of Educational Programs, Argonne National Laboratory, Argonne, IL 60439-4845 or contact the Physics Department Chair.

SEQUENCING

Physics, Microelectronics and Pre-engineering majors should begin with the University Physics, Calculus, and Chemistry sequences, provided they are adequately prepared in mathematics. These courses are prerequisites to University Physics IV and Intermediate Physics, which should be taken in the Sophomore year together with Multivariable Analysis and Linear Algebra. All remaining courses are determined by the requirements of the concentration. Pre-Engineering students are urged to choose courses in consultation with their faculty advisor since transfer requirements differ among schools of engineering.

The predominance of physics, mathematics, and chemistry sequences in the Freshman and Sophomore years requires that the majority of Liberal Studies courses be postponed until the Junior and Senior years. Students should therefore take fewer Liberal Studies courses in the first two years, concentrating instead on major field requirements which are prerequisite to upper division courses.
Courses

Unless otherwise specified, all courses carry 4 quarter hours credit.
Courses 150 through 156 are offered primarily for students (such as those in programs in the biological and medical sciences) whose requirements call for a one-year course (with laboratory) in General Physics without calculus.
All lab courses (except Physics 206, 223, 380, 381, 382, 384) require the payment of a lab fee of $15 per course with the exception of Physics 155 and 156 which require $22.50 per course.

FOUNDATIONS

100 **The Nature of Science** (cross-listed as Interdisciplinary Studies 100). The epistemology of scientific knowledge; science as a human activity; the creation of concepts and theoretical models and their relation to reality.

101 **The Atomic and Nuclear Universe.** A phenomenological description of the twentieth century physics of the sub-microscopic world. Concepts from Classical Physics are introduced as needed. Modern-day applications are discussed.

104 **Astronomy.** Descriptive physical astronomy with emphasis upon the solar system and stellar models.

105 **Physical Geology** (cross-listed as Geography 105). A description of the earth’s materials and structures and the analysis of the mechanisms which are responsible for them.

Courses 115 and 118 are taught at the Adler Planetarium. Each course carries 2 quarter hours of credit. Further descriptions and syllabi are available in the Physics department. These two courses count for one Level I NSM course. Students who take Physics 115 and 118 may not take Physics 104.

115 **Exploring the Universe I.** Modern explorations of the earth, the sky and the solar system. 2 quarter hours credit.

118 **Exploring the Universe II.** Modern explorations of the stars, the galaxies and the cosmos. 2 quarter hours credit.

SPECIAL TOPICS

201 **The Atmosphere and the Oceans** (cross-listed as Chemistry 224). A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution. (Prerequisite: Either Physics 101 or 105, or 150, or a Level I Biology or Chemistry course.)

202 **Nuclear Energy: Risk vs. Benefits.** The basis of fission and fusion; the nature of radiation, its effects and uses; nuclear power. (Prerequisite: Any two Level I NSM course.)

203 **The Atmosphere and The Oceans** (Honors). A study of the atmosphere; the earth and the oceans; their interactions; ecology and pollution. Laboratory. (Prerequisite: Either Physics 101 or 105, or 150, or a level I Biology or Chemistry course.)

204 **Frontiers in Astronomy.** Communicates the tremendous explosion of knowledge that has occurred in astronomy during the last few years and the goal of future missions in space. (Prerequisite: Physics 104 or Physics 118.)
History of Physical Science. Key experiments and theoretical structures of physics and chemistry from the Greeks through the early twentieth century. Emphasis is given to how ideas which developed in science and in other intellectual disciplines influenced each other. (Prerequisite: Two Level I NSM courses or equivalent.)

Sound and Acoustics. Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Optional Lab. (Prerequisite: Any Level I NSM course.)

Resources in a Technological Society (cross-listed as Chemistry 206). A study of one or more resource problems of our society such as food, minerals and energy; the importance, availability and need of each resource and its relationship to modern technology. (Prerequisite: Completion of Level I NSM requirements.)

Physics and Society. The scientific bases of selected technologies; the impacts of technology upon society; the control of technology. (Prerequisites: Any level I Physics or Chemistry course.)

National Security: Its Science and Technology (cross-listed as Chemistry 222). A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons. (Prerequisite: Any Level I NSM course.)

Light, Color, and Photography (cross-listed as Art 223). Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Optional laboratory. (Prerequisite: Any Level I NSM course.)

GENERAL PHYSICS

General Physics I. Mechanics, vibrations and fluids. (Prerequisite: Math. 130 or higher placement by the Mathematics Diagnostic Test.) Laboratory fee.

General Physics II. Heat, thermodynamics, sound and light. (Prerequisite: 150.) Laboratory fee.

General Physics III. Electricity, magnetism, and modern physics. (Prerequisite: 151.) Laboratory fee.

General Physics. Includes Physics 150 plus half of 151. Summer only. (Prerequisite: Mathematics 130 or equivalent.) 6 hours. Laboratory fee.

General Physics. Includes half of Physics 151 plus 152. Summer only. (Prerequisite: 155.) 6 hours. Laboratory fee.

Courses 170, 171, 172, and 270 are calculus-based. They are designed to be taken in sequence, concurrently with Mathematics 160, 161, 162 and 260.

University Physics I. Mechanics and fluids. (Corequisite: Mathematics 160.) Laboratory fee. Autumn.

University Physics II. Heat, sound and light. (Prerequisite: 170 and Corequisite: Mathematics 161.) Laboratory fee. Winter.

University Physics III. Electricity and magnetism. (Prerequisite: 171 and Corequisite: Mathematics 162.) Laboratory fee. Spring.

University Physics IV. Twentieth century physics. (Prerequisite: 172.) Laboratory fee. Autumn.
CONCENTRATION III

110 Basic Electronics Principles and Techniques. Laboratory fee: Autumn.
160 The Human Body as a Physical System. Analysis of the application of the laws of physics to the human body and its parts. Laboratory fee.

PERSONALIZED (Offered in all programs and concentrations)

384 Advanced Laboratory. Laboratory experience in techniques selected in consultation with instructor. (Prerequisite: Consent.) Variable credit. Laboratory fee.
398 Reading and Research. Undergraduate research participation. (Prerequisite: Consent.) Variable credit.
399 Independent Study. (Prerequisite: Consent.) Variable credit.

STANDARD PHYSICS, MICROELECTRONICS, AND PRE-ENGINEERING

Normally, the following courses are offered in alternate years.


271 Intermediate Physics I. Mechanics and heat. (Prerequisites: 270 and Mathematics 260.) Laboratory fee.

272 Intermediate Physics II. Electricity and magnetism. (Prerequisite: 271.) Laboratory fee.

310 Mechanics. Conservation laws; systems of particles; linear and non-linear oscillations; central forces; dynamics of fluids. (Prerequisites: 271, 393.)

312 Introduction to Computer Interfacing. Micro-computer based laboratory treats the design of simple interfacing circuits and programs suitable for experimental work. Intended for Computer Science, Psychology, Sound Recording Technology and experimental science majors. (Prerequisites: 232 is recommended but not required, Mathematics 151.) Laboratory fee.

320 Electricity and Magnetism. Electrostatics and magnetostatics in vacuum and in materials; polarization charge and magnetization current; boundary value problems; time-varying fields and Maxwell's equations. (Prerequisite 272, Corequisite: 394.)

331 Active Circuits. Circuit analysis and use of FET, and BJT linear amplifiers. Frequency response and feedback. Operational amplifiers. Laboratory fee. (Prerequisites: 231. 362 is recommended.) Autumn.


340 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. (Prerequisites: 271 and 393)

350 Optics. Matrix methods for image formation: diffraction; interferometry; coherence; scattering; polarization; holography; Fourier transform spectroscopy. (Prerequisite: 393)


352 Digital Signal Processing and Systems. Discrete-time signals and systems. Digital filters. DFT, FFT, and Z-transform. Laboratory fee. (Prerequisites: 332, 231, Mathematics 261.)

360 Modern Physics I. Relativity; historical and Schroedinger quantum theory. (Prerequisite: 270; Corequisite: 394)

361 Modern Physics II. Atomic physics, nuclear and particle physics. (Prerequisite: 360, 394.)


380 Experimental Physics I. Experimental techniques using Analog and Digital Circuits. (Prerequisite: 272.) 2 hours Laboratory.

381 Experimental Physics II. Experimental techniques in Optics. Atomic and Nuclear Physics. (Prerequisite: 380.) 2 hours Laboratory.

382 Experimental Physics III. Experimental techniques in Solid State and High Vacuum Physics. (Prerequisite: 381.) 2 hours Laboratory.

392 Hardware Projects. Independent study. The student is expected to design, implement and de-bug a large microprocessor based digital system. (Prerequisite: 397.)

393 Methods of Theoretical Physics I (cross-listed as Mathematics 393). Ordinary differential equations, complex numbers, Fourier series, Laplace and Fourier transforms. (Prerequisite: Mathematics 261.) Spring.

394 Methods of Theoretical Physics II (cross-listed as Mathematics 394). Vector calculus, Legendre polynomials, partial differential equations, probability. (Prerequisite: 393.) Autumn.

395 Methods of Theoretical Physics III (cross-listed as Mathematics 395). Special functions, complex integration, calculus of variations, coordinate transformations. (Prerequisite: 394.) Winter.

396 Microprocessors (cross-listed as CSC 396). An introduction to the hardware and software aspects of microprocessors, digital electronics, microprocessors, programming and interfacing. Laboratory work will involve hands-on work with microprocessor systems. Laboratory fee. (Prerequisite: CSC 312 or permission.)

397 Computer Interfacing. Design and implementation of microprocessor based systems. Micro-computer architectures, interfacing, networking, peripherals and driver software. (Prerequisites: 231, 232, 396 or permission.)
Political Science

Patrick Callahan, Ph.D., Associate Professor and Chair

Political Science is the study of the organization and behavior of people, groups, and institutions which make up our government and the larger political system. The program offered by the Department is designed to expose the serious student to questions, perspectives, and arguments about the political forces that control his or her life. As such, it has value for liberal studies students as well as for those who may choose the discipline as a major field of study. Students find the substance and the methods of the discipline useful in the legal, business, communications, governmental, and academic professions as well as in any endeavor which may draw students into a role in public life.

FACULTY

Patrick Callahan, Ph.D., Associate Professor and Chair
David Barnum, Ph.D., Associate Professor
Larry Bennett, Ph.D., Professor
Minkyu Cho, Ph.D., Assistant Professor
Major Coleman, J.D., Instructor
Richard P. Farkas, Ph.D., Associate Professor
Larry Garner, Ph.D., Lecturer
Robert Leonardi, Ph.D., Associate Professor
Christopher Mobley, M.A., Instructor
Paul Orogun, Ph.D., Assistant Professor
Michael L. Mezey, Ph.D., Professor
Rose Spalding, Ph.D., Associate Professor
Maria de los Angeles Torres, Ph.D., Assistant Professor
Harry Wray, Ph.D., Associate Professor

Ohio State University
Stanford University
Rutgers University
University of Minnesota
University of Maryland
University of South Carolina
Columbia University
University of Illinois
Purdue University
University of California, San Diego
Syracuse University
University of North Carolina, Chapel Hill
University of Michigan
University of North Carolina, Chapel Hill

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LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Political Science. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of, Geography, Sociology, Psychology, and Economics or other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Political Science contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the Departments of Geography, Sociology, Psychology, and Economics (or other departments designated by the Division). Courses in the Department of Political Science will not be applied to the requirements of the Division. A significant component of a student's liberal education is a knowledge of the methods and principles of the inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.

DEPARTMENTAL PROGRAM REQUIREMENTS

I. Standard Concentration, Political Science

- At least one 4-credit 200-level course is required from each of the following sections of the curriculum: American Politics, Political Thought, International Relations, and Comparative Politics. At least four 300-level courses are required and must be selected from three different sections.

- Twenty additional quarter hours are required in political science. However, no more than two 2 credit courses and no more than three courses from among 120 The American Political System, 130 Political Ideas and Ideologies, 150 Political Systems of the World, 202 Community Politics in Urban America, 204 Conflict and Cooperation Among Nations and 206 Law and the Political System, of which no more than one from 120, 130 or 150, may be included among the 52 quarter hours required for the B.A. in Political Science.

- Supporting Fields: To be chosen in consultation with the student's departmental advisor. The courses generally are in the fields of economics, history and sociology, but courses from other areas can be included.
SPECIAL PROGRAMS

International Politics Minor

The minor in international politics is designed to provide the non-major with an opportunity to develop a specialty in the domestic and international politics of regions outside the United States. The following sequence of courses totaling 24 quarter hours is required:

Political Science: 150 Political Systems of the World and 204 Conflict and Cooperation Among Nations; one of the following pairs of courses: 242 American Foreign Policy and 250 West European Politics; 243 Soviet Foreign Policy and 251 Soviet Politics; or 244 Foreign Policy of Third World Nations and 252 Latin American Politics or 253 Asian Politics or 254 African Politics. Two of the following 300-level courses are to be selected in collaboration with the student's minor advisor: 342 Arms, Security, and War, 343 Soviet-American Relations, 344 World Political Economy, 350 Political Development in Industrialized Nations, 351 Revolution, 352 Authoritarian Regimes, 353 Comparative Leadership, 354 Political Representation in Comparative Perspective and 361 International Law.

American Politics Minor

The minor in American Politics provides the non-major with a survey of American political institutions and behavior. The following sequence of courses totaling twenty-four hours is required:

120 The American Political System. Three courses from the following: 202 Community Politics in Urban America; 206 Law and the Political System; 220 The American Presidency; 221 Congress and the Legislative Process; 222 American Political Parties; 224 Public Administration; 225 State Politics; 226 American Political Culture; 227 Women and Politics. Two additional courses are to be selected from the following: 320 Dynamics of Public Policy; 321 Public Opinion and Mass Media; 322 Urban Policymaking; 324 Inequality in American Society; 325 Latino Political Empowerment; 326 Public Opinion and Public Policy; 328 Topics in American Politics; 329 Topics in Public Policy; 330 American Political Thought; 362 The Criminal Justice System; 369 Topics in Public Law.

Senior Honors

Selected seniors majoring in Political Science may take the Honors Seminar, Political Science 393. Following the Honors Seminar they may enroll for Senior Thesis, Political Science 394, under the supervision of one of the department faculty members.

Courses

All courses except 259 carry 4 quarter hours of credit. Normally, 100 and 200 level courses are offered at least once a year. Some 300-level courses are offered in alternate academic years.
METHODOLOGY

300 Political Analysis and Research. An introduction to the scientific method as applied in political science research. Among the topics covered are distinctions between normative and empirical statements, techniques for gathering data, basic data analysis, and interpretation of statistical results. This course is strongly recommended for students considering graduate study.

AMERICAN POLITICS

120 The American Political System. A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.

202 Community Politics in Urban America. Communities running the gamut from small towns through urban neighborhoods to big cities are examined with reference to their structures of government, systems of political influence, and public policy issues. (Prerequisite: 120, 130, or 150).

220 The American Presidency. An examination of the structure of the presidency, its relationship to other political and social institutions, and the way in which that office is shaped by individual presidents.

221 Congress and the Legislative Process. An analysis of the structure of the United States Congress, the behavior of its members, and the relationship of the Congress to interest groups, the public, the President, and the bureaucracy.

222 American Political Parties. The nature and function of political parties in the United States, and the electoral process of which they are a part.

224 Public Administration. Primary attention is devoted to the organizational behavior, structural characteristics, and public policy significance of American public bureaucracy.

225 State Politics. The formal structures of government and political behavior found among the fifty states and their local subdivisions are surveyed.

226 American Political Culture. An examination of the shared symbol systems that provide meaning and structure for political life. Key historic cultural concepts, such as individualism, materialism, and mobility will be considered, and their connections to contemporary popular culture explored.

227 Women and Politics. This course explores the ways in which women interpret, gain access to, and use political power. It focuses on sex-based differences in the political socialization process, and their implications for the participation and organization of women. Gender-related legislation and “women’s” political issues are also evaluated. Particular attention is given to women and politics in the United States, but some cross-cultural analysis is also included.

228 African-American Politics. This course discusses the nature and scope of African-American politics. Major topics include the radical, liberal, moderate, and conservative wings of African-American political discourse, the Civil Rights movement and its aftermath, the rise of African-American mayors, and presidential politics.

229 Political Socialization. This course considers the social institutions important for the political development of individuals. The political significance of institutions such as the family, the school, and the work place will be examined.

320 Dynamics of Public Policy. Competing theories of policy formulation and the application of these theories to current policy contexts. Problems of policy implementation will be considered.
321 **Public Opinion and Mass Media.** The rise, fall, and manipulation of public opinion and voting behavior, with special attention given to the mass media.

322 **Urban Policymaking.** U.S. urban policy is examined from the standpoints of program objectives, the mechanics of their evaluation, and the barriers to their effective implementation.

323 **Chicago Government and Politics.** The particular socioeconomic characteristics of Chicago are linked with its formal government structure, informal political style, and prominent public issues. To enhance this analysis, comparisons with other U.S. cities are employed.

324 **Inequality in American Society.** This course examines the nature and extent of inequality in American society and explores various psychological, political, social, and economic theories which attempt to explain the existence of this phenomenon.

325 **Latino Political Empowerment.** An in-depth, critical examination of the political development of Latinos in the United States. Major topics include the emergence of Latino communities, the political economy of Latino communities, and institutions and processes of contemporary Latino politics.

326 **Public Opinion and Public Policy.** An examination of the content of public opinion, whether and how public opinion effects the content of public policy, and whether public opinion should determine public policy.

327 **Sports and Politics.** An exploration of the political, economic, and societal aspects and impacts of professional and collegiate sports, including civil liberties and economic development issues and the impact of sports on the formation of political culture and national identity.

328 **Topics in American Politics.**

329 **Topics in Public Policy.**

**POLITICAL THOUGHT**

130 **Political Ideas and Ideologies.** An introduction to the enduring political issues confronted by major theorists and political traditions.

230 **Classical Political Thought.** Political thought of the ancient, medieval, and early modern period including Plato, Aristotle, Cicero, St. Thomas, and Machiavelli.

231 **Modern Political Thought.** Political thought of the modern period including Hobbes, Locke, Rousseau, Hume, Burke, Mill, and Marx.

232 **Legal Theory.** A survey of juridical theory from ancient to recent times, including natural law, legal positivism, legal realism, and sociological jurisprudence.

330 **American Political Thought.** An examination of the enduring problems of American political thought from colonial time to the present, including puritanism, constitutionalism, Calhoun, populism, socialism, Social Darwinism, and pragmatism.

331 **Contemporary Political Thought.** An intensive seminar discussion of selected political and social thought of contemporary significance drawn from main currents of liberalism, conservatism, socialism, fascism, anarchism, and existentialism.

333 **Marxism.** An in-depth analysis of Marxist social and political thought as represented by the writings of Marx, Engels, Lenin, Stalin, Trotsky, Gramsci, Lukacs, Carrillo.

339 **Topics in Political Thought.**
INTERNATIONAL RELATIONS

204 Conflict and Cooperation Among Nations. Three main themes are dealt with: the nature of power in the international political system, conflict and conflict resolution in the system, and the basis of national foreign policy decisions. Issues of current importance such as the likelihood of global war, conflict between rich and poor nations, and East-West relations provide the substantive material to illuminate these main themes. (Prerequisite: 120, 130, or 150.)

242 American Foreign Policy. An examination of the forces that shape the broad outlines of United States foreign policy, including historical background, and the effects of social forces and governmental structures. The challenges, opportunities, and constraints presented by the international environment are also considered.

243 Soviet Foreign Policy. This course will probe the institutions, objectives, and techniques which are reflected in contemporary Soviet external policy. Economic, military, and cultural dimensions will augment the primarily political focus of the course.

244 Foreign Policy of Third World Nations. Case studies of the foreign policy of specific developing nations are used to demonstrate the unique perspective of nations tied to neither the United States nor the Soviet Union, how that perspective is a response to their position in the world, and how it is reflected in their stands on current issues.

342 Arms, Security, and War. Focus is on the military dimensions of international politics, such as nuclear and conventional deterrence, arms races, arms control, alliances, and American defense policy, and how those affect war and peace.

343 Soviet-American Relations. This course examines the relationship between the two superpowers in the context of their relations with other nations. The current status of relations is described and related to historical trends and explanatory models. Political, economic, cultural, and military dimensions are covered.

344 World Political Economy. Political conflicts over trade relations, global inequality, development, growth, inflation, and scarcity are analyzed, with special emphasis placed on a description of the institutions and processes that shape international economics.

349 Topics in World Politics.

COMPARATIVE POLITICS

150 Political Systems of the World. This course focuses on the way in which political systems other than the American operate. The common features of governments are identified and examined with special attention to such topics as political elites, political institutions, mass political behavior, political change and revolution. Examples are drawn from western Europe, Marxist political systems, and third world nations.

250 West European Politics. An overview of major European governments, including England, France, West Germany, and Italy, highlighting their policies, party systems, and social and economic institutions.

251 Soviet Politics. An overview of the fundamental premises, structures, and developments in the Soviet Union.

252 Latin American Politics. The problems of political development as experienced by the countries of Latin America and their efforts to solve those problems.
253 **Asian Politics.** An introduction to contemporary government and politics in Asia, focusing on China and Japan, with comparative reference to other Asian and non-Asian political systems. Special attention will be made to the emerging political and economic role of the Pacific Rim.

254 **African Politics.** An introduction to African politics. The course will focus on the basic concepts, issues, and theoretical models used in studies of the dynamics of government and politics in Africa from the precolonial era to the contemporary period.

259 **Country Studies.** (2 credits). Intensive study of the politics of one foreign nation.

350 **Political Development in Industrialized Nations.** A study of the forces and organizations that have affected the development of politics in advanced industrialized societies. Possible topics include Eurocommunism, decentralization, and regional organization.

351 **Revolution.** Aspects of revolution, emphasizing contemporary cases, and including units on ideology, leaders, followers, organization, techniques, weapons, causes, and theories of revolution.

352 **Authoritarian Regimes.** This course analyzes the rise and consolidation of authoritarian political systems. Although it focuses on authoritarianism in the Third World, it considers an array of authoritarian sub-types, including traditional dictatorships, praetorian systems, military regimes, fascist systems, and socialist authoritarianism. It evaluates and critiques major theories explaining the rise of authoritarianism in the 20th century.

354 **Political Representation in Comparative Perspective.** A comparative treatment of those processes and institutions that comprise the representative system, including political parties, elections, and legislatures.

355 **State and Nation Building.** This course examines the origin, nature, and strategies of state formation in general, with particular emphasis on African state processes.

356 **Ethnic Conflict in the Third World.** This course examines the nature, causes, and consequences of ethnic conflict in Third World nations, including conflict resolution in the presence of ethnic and racial cleavages.

357 **Eastern Europe in Transition.** This course covers the causes of the "democratic" revolutions in 1989 and the processes of change in Eastern Europe as those countries transform from Soviet-model political systems to other forms of politics. The course will cover economic and social developments within those nations as well as relevant changes in their international environments.

359 **Topics in Comparative Politics.**

**PUBLIC LAW**

206 **Law and the Political System.** An examination of the American judicial system with special attention to the role of the Supreme Court in American politics, the personnel of the American legal system, the problem of crime and the nature of the criminal justice system, and selected issues in constitutional law, including discrimination, privacy, family life, and freedom of speech, press, assembly, and religion. (Prerequisite: 120, 130 or 150.)

261 **First Amendment Rights.** A discussion and analysis of Supreme Court decisions interpreting the meaning of the First Amendment guarantees of freedom of speech, press, assembly, and religion.
262 Rights of Defendants. A discussion and analysis of Supreme Court decisions interpreting the meaning of the phrase "due process of law" and the various specific provisions protecting the rights of criminal defendants.

263 Equal Protection of the Laws. A discussion and analysis of Supreme Court decisions interpreting the meaning of the Equal Protection Clause of the Fourteenth Amendment and resolving issues of race and sex discrimination, school segregation, and the status of indigents in American law.

361 International Law. The nature, sources, and applications of international law in the international community, including issues of recognition, territory, jurisdiction, settlement of international disputes, diplomatic agents, intervention, and the use of force.

362 The Criminal Justice System. An examination of the personnel of the American criminal justice system—including defendants, lawyers, judges, and jurors—and the important features of that system—including arrest, bail, plea bargaining, trial and imprisonment.

369 Topics in Public Law.

ADVANCED STUDY

299 Special Topics. Variable credit.

392 Internship. By arrangement. Variable credit.

393 Honors Seminar. By Permission. Variable credit.

394 Senior Thesis. By Permission. Variable credit.

395 Travel/Study. By arrangement with sponsoring faculty, foreign and domestic tours or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

399 Independent Study. By arrangement. Variable credit.
Sheldon Cotler, Ph.D., Professor and Chair

The goal of the Department of Psychology is to provide students with an understanding of the methods and content of scientific and applied psychology. The primary means of attaining this goal is classroom instruction. Some of our courses include laboratories consisting of experimental and statistical work; others afford the opportunity for the development of original research studies involving only library work or involving both library work and data collection. Further learning opportunities are made available through Field Work, Honors Program, Independent Study, and Internships. Our internship program consists of supervised work placements in human services and industrial settings for which students earn academic credit.

The department offers six concentrations. The B.S. concentration is appropriate for students interested in psychology as a scientific endeavor, and/or for students planning to pursue graduate work in psychology. The five B.A. concentrations (Standard, Human Development, Human Services, Industrial/Organizational and Comprehensive Evening Program) provide alternative programs for students with a variety of interests. A combined B.A./M.S. program in Industrial/Organizational Psychology is also available. Selection of the appropriate program should be made in consultation with an advisor, taking into account the student’s specific interests and needs.

After completing any of the programs, a student should be able to read and understand behavioral science data, should be able to design and conduct rudimentary psychological research studies, and should be able to apply research findings to everyday situations. Further, the student should have a broad grasp of psychology as a behavioral science in both its research and applied aspects.

Psychology as a major provides excellent opportunities for students planning to go to graduate or professional school. Our B.S. concentration can provide preparation for the medical and dental fields, and our Human Services concentration can be very compatible with a prelaw curriculum. The Industrial/Organizational concentration is directly related to careers in business and fits well with M.B.A. programs.

**FACULTY**

Sheldon Cotler, Ph.D., Professor and Chair
Mari J.K. Brown, Ph.D., Associate Professor
Linda A. Camras, Ph.D., Professor
Douglas Cellar, Ph.D., Assistant Professor
Ralph Erber, Ph.D., Assistant Professor
Jane A. Halpert, Ph.D., Assistant Professor
Frederick H. Heilizer, Ph.D., Associate Professor

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Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts or Science in Psychology. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Geography, Sociology, and Economics or other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Psychology contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the departments of Political Science, Geography, Sociology, and Economics (or other departments designated by the Division). With the exception of 105 and 106, 100 and 200 level courses in the BSSS division will not be applied to a major in Psychology. A significant component of a student's liberal education is a knowledge of the methods and principles of the kinds of inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.
DEPARTMENTAL PROGRAM REQUIREMENTS

Common Core
Psychology: 105 Introductory Psychology I; 106 Introductory Psychology II; 240 Introductory Statistics for the Behavioral Sciences; and 275 Experimental Psychology I.
Psychology 105 and 106 are not sequential, i.e., one is not a prerequisite for the other. They may be taken in either order.

I. Standard Concentration
Psychology: Common Core plus 276 Experimental Psychology II; 347 Social Psychology; 351 Theories of Personality; 361 History and Systems of Psychology; and four additional psychology courses.
Supporting Fields: To be chosen by the student in consultation with departmental advisor.

II. Human Development Concentration
Psychology: Common Core plus 333 Developmental Psychology I; 334 Developmental Psychology II; 347 Social Psychology; and five additional psychology courses.
Supporting Fields: To be chosen by the student in consultation with departmental advisor.
This program, when combined with a minor in Early Childhood Education offered through the School of Education, will qualify a student to work in the ECE field.

III. Human Services Concentration
Psychology: Common Core plus 333 Developmental Psychology I; 347 Social Psychology; 353 Abnormal Psychology; 357 Applied Psychology I; 358 Applied Psychology II; and 395 Field Work/Internship which is taken three times in the student's senior year.
Supporting Fields: To be chosen by the student in consultation with departmental advisor.

IV. Industrial and Organizational Psychology Concentration
Psychology: Common Core plus 380 Industrial and Organizational Psychology; two courses from 355 Small Groups and Leadership, 381 Personnel Selection, 382 Organizational Behavior, 383 Engineering Psychology, and 384 Consumer Behavior and Advertising; either 356 Introduction to Psychological Measurement or 390 Applied Research Methods for the Behavioral Sciences; and four additional psychology courses. Students can receive academic credit for field placement during their senior year.
Supporting Fields: To be chosen by the student in consultation with departmental advisor.

V. Comprehensive Evening Program
Psychology: Common Core plus two courses from 355 Small Groups and Leadership, 380 Industrial and Organizational Psychology, 381 Personnel Selection, and 382 Organizational Behavior; two courses from 302 Personal Adjustment and Mental Health, 351 Theories of Personality, and 353 Abnormal Psychology; two courses from 303 Human Development, 347 Social Psychology, and 360 Theories of Learning; and two electives from the remaining above courses.
HONORS PROGRAM IN PSYCHOLOGY

Students who are eligible may apply to be admitted to the Honors Program in Psychology. A formal application must be submitted to the Departmental Honors Committee. This application is available in the Psychology Department Office. An honors research project will be completed during the student's senior year in order to graduate with a Psychology Honors degree. Students accepted into the program must enroll in Psychology 396—Honors in Psychology (4 hours). In order to enroll, approval must be received from the Departmental Honors Committee. The course consists of a supervised research project which is completed during the student's senior year. The student works directly with a faculty sponsor on the research and attends monthly seminars throughout the year with other students in the Honors Program. Students must be registered for PSY 396 in each quarter of their senior year.

Criteria
1. Minimum psychology average: 3.6
2. Minimum Overall GPA: 3.3
3. Letter from Sponsor
4. Understanding of area and researchability of questions (from application).
5. Psychology 240 and 275 must be completed with no less than one A and one B in the courses.

BACHELOR OF ARTS/MASTER OF SCIENCE FIVE YEAR PROGRAM IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The B.A./M.S. Program in Industrial/Organizational Psychology is a five-year program in which the student can earn both a B.A. and an M.S. in Psychology. The student will begin taking graduate level courses in his/her senior year and complete requirements for an M.S. in Psychology during the fifth year of study. Students must apply to the chairperson of the department before starting the junior year, and should consult with a departmental advisor well before that. The common core in psychology must be completed. An overall GPA of 3.2 or better is required to be considered for the program.

B.A./M.S. DEGREE LIBERAL STUDIES PROGRAM (See Requirements Above)

B.A./M.S. DEGREE DEPARTMENTAL PROGRAM REQUIREMENTS

Undergraduate courses: The same courses as the B.A. Industrial/ Organizational Concentration (see page 241); however, additional undergraduate psychology electives are substituted for two undergraduate courses in Industrial/Organizational beyond 380.

Graduate courses: Four of the following six core courses: 402 Perceptual Processes; 404 Learning Processes; 406 Physiological Processes; 430 Advanced Social Psychology; 437 Advanced Personality; 439 Advanced Developmental Psychology. A total of five graduate level I/O courses are selected in consultation with a program adviser. In addition two advanced statistics courses are required (410, 411). 420 Advanced Research Methodology, and 597 Master's Thesis Research.

Note: Please see the Graduate Bulletin for course descriptions.
Bachelor of Science

LIBERAL STUDIES PROGRAM (See Requirements Above)

DEPARTMENTAL PROGRAM REQUIREMENTS

Psychology: 105 Introductory Psychology I; 106 Introductory Psychology II; 240 Introductory Statistics for the Behavioral Sciences; 275 Experimental Psychology I; 276 Experimental Psychology II; 356 Introduction to Psychological Measurement; 360 Theories of Learning; 361 History and Systems of Psychology; 377 Physiological Psychology; and three additional psychology courses.

Supporting Fields: Twenty quarter hours in biology or mathematics, or divided between biology and mathematics, are required. This requirement is to be developed in consultation with the departmental advisor. The student is urged to devote most, if not all, of his/her elective hours to courses in disciplines other than his/her major.

NOTE: An exceptional student who has completed the required courses in experimental psychology may, upon consent of his advisor and the chairman, be admitted in the senior year to certain 400-level courses described in the Graduate School Bulletin.

Psychology Minor

For students who are majoring in another department, the Psychology Department offers three minors, each requiring six courses in Psychology: the Experimental minor in psychology (105, 106, at least two courses in Experimental/Biological foundations, and the remaining courses selected in consultation with the advisor); Industrial/Organizational minor (105, 106, at least two courses in Industrial/Organizational psychology, and the remaining courses selected in consultation with the advisor); and an Applied minor (105, 106, at least two courses in Social and Personality, and the remaining courses selected in consultation with the advisor).

Courses

All courses, except 395, 398 and 399 carry four hours credit.

INTRODUCTORY

105  Introductory Psychology I. History and present status of psychology; statistics as a research tool; human development; learning, memory, and intelligence; personality, stress, and coping; social psychology. 105 and 106 will include a research participation requirement of no more than six hours.

106  Introductory Psychology II. Methods of psychology; biological basis of behavior; sensation and perception; altered states of awareness; language and thought; motivation and emotion; abnormal psychology and psychotherapy. 105 and 106 will include a research participation requirement of no more than six hours.
Psychology of Business and Industry. Applications of theories and methods of psychology to the study of human behavior in business, industry and other work environments. (Prerequisite: 105 or 106.) No credit if taken after or concurrently with 380.

Human Sexuality. Historical, cultural, psychological, and physiological aspects of human sexuality. (Prerequisite: 105 or 106.)

Mental Health Problems in Contemporary Society. A study of the problems of the mentally ill and mentally retarded. (Prerequisite: 105 or 106.)

Psychology of Interpersonal Relationships. An overview of psychological issues in the study and understanding of interpersonal relationships outside the home and family and such processes as acquaintance, friendship, and status-determined associations. (Prerequisite: 105 or 106.)

Psychological Problems of the Contemporary Family. An overview of the major psychological issues facing the contemporary family. (Prerequisite: 105 or 106.)

Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students. (Prerequisite: 105 or 106.)

Human Development. Principles of development from conception through maturity. (Prerequisite: 105 or 106.) May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students.

Psychology of Women. A review of research and theory on women, including sexist bias in methodology, violence and discrimination against women, gender differences in power and nonverbal behavior in relationships.

Psychology of Men. This course evaluates and investigates research and theory of the psychology of males in present society.

GROWTH AND DEVELOPMENT

Human Development

Human Development. Principles of development from conception through maturity. (Prerequisite: 105 or 106.) May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students.

Child Psychology. Infancy and Childhood. Description and evaluation of principles and theories of development from conception through childhood. (Prerequisite: 105 or 106.)

Adolescent Psychology. Biological, cognitive, emotional, and social development. Covers theories and research on normal and abnormal development during adolescence. (Prerequisite: 105 or 106.)

Social and Emotional Development. This course focuses on the development of emotions, social relationships and social interactions. Both theoretical perspectives and research findings are present and analyzed. Topics to be covered may include primary emotions and their development, nonverbal communication of emotion, socialization within the family, friendship and peer relations, aggression, moral development, sex role development, and attachment. (Prerequisite: 333.)
Development and Adjustment

366 Behavior Problems of Children. Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review treatment programs for children. (Prerequisite: 105 or 106.)

367 Psychology of Exceptional Children. Comprehensive introduction to the study of special children—those children who do not reach their fullest potential because of physical, social, cognitive, or behavioral factors. (Prerequisite: 105 or 106.)

SOCIAL AND PERSONALITY

Social

345 Cultural Diversity in the United States. Race and ethnic relations in the U.S. is not a fixed and static phenomenon, but rather a dynamic, ever-changing pattern of relationships. This course assists students in understanding the diversity, heterogeneity and complexity of race relations in American society.

347 Social Psychology. Survey of social psychological principles emphasizing individual behavior in a social context. (Prerequisite: 105 or 106.)

354 Community Psychology. Systemic and ecological theories of human behavior. Focus on community effects on individuals and community as a psychological concern. Also consideration of topics such as prevention and social level interventions.

355 Small Groups and Leadership. Study of behavior of individuals in groups and the analysis of leadership styles as a function of the type of task and group structure. (Prerequisite: 347 or 380.)

372 Research Methods in Social Psychology. Overview of methods and associated problems unique to conducting research with humans both in the laboratory and the field. (Prerequisite: 275 and 347.)

Personality and Adjustment

302 Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. (Prerequisite: 105 or 106.) May be taken as general elective by all students.

351 Theories of Personality. Survey of major personality theories with separate emphasis on clinically-derived and research-derived theories. Freudian psychoanalysis is especially emphasized in the clinical area. Personality research philosophy is presented separately and as part of the research-derived theories. (Prerequisite: 105 or 106.)

353 Abnormal Psychology. Description of the nature, symptoms, treatment applications, and cause of psychological disorders. (Prerequisite: 105 or 106.)

357 Applied Psychology I. Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. (Prerequisite: Permission of instructor.)

358 Applied Psychology II. Approaches to counseling, psychotherapy, and helping relationships. (Prerequisite: 357.)
Alcoholism, Drug Addiction, and Recovery. Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery and explorations of drug free ways to alter consciousness. (Prerequisite: 105 or 106.) 4 credit hours.

Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. (Prerequisite: 105 or 106.)

BIOLOGICAL AND EXPERIMENTAL FOUNDATIONS

Theories of Learning. Classical and modern theories of learning. (Prerequisite: 105 or 106.)

History and Systems of Psychology. Historical development of psychology and its fields. (Prerequisite: 105 or 106 or consent.)

Cognitive Processes. A survey of modern cognitive psychology with major emphasis on Information Processing theory. (Prerequisite: 105 or 106.)

Perception. Environmental and stimulus control of behavior; chemical control of perception. (Prerequisite: 105 or 106.)

Physiological Psychology. Nervous system and endocrine functions as related to behavior. (Prerequisite: 105 or 106.)

Comparative Psychology (cross-listed as Psychology 554). Patterns of behavior shown by various animal species. (Prerequisite: 105 or 106.)

Psychology of Language. Development of language in children; effects of language in thinking. (Prerequisite: 105 and 106.)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Small Groups and Leadership. Study of behavior of individuals in groups and the analysis of leadership styles as a function of the type of task and group structure. (Prerequisite: 347 or 380.)

Industrial and Organizational Psychology. Application of theories and methods of psychology to the study of human behavior in business, industrial, and other organizations. (Prerequisite: 105 or 106 and 240.)

Personnel Psychology. Application of concepts from differential psychology and measurement to employee selection, performance appraisal, placement and training in business and other organizations. (Prerequisite: 380 or consent.)

Organizational Behavior. Application of theories in leadership, work and motivation, and job satisfaction to employee and management behavior. Applied social psychology in an organizational context. (Prerequisite: 380 or consent.)

Engineering Psychology (cross-listed as Psychology 443). Application of experimental psychology and individual differences to the design of man-machine systems, work environments, and living environments. (Prerequisite: 380 or consent.)

Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. (Prerequisite: 380 or consent.)
STATISTICS AND RESEARCH METHODOLOGY

240  **Introductory Statistics for the Behavioral Sciences.** Descriptive and inferential statistics in the behavioral sciences. (Prerequisite: Mathematics 130 or equivalent or three years of high school mathematics.)

275  **Experimental Psychology I.** Design, execution, analysis and interpretation of psychology research. (Prerequisite: 105 or 106, and 240.)

276  **Experimental Psychology II.** Introduction to experimental psychology of learning and cognition. (Prerequisite: 275.)

356  **Introduction to Psychological Measurement.** Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. (Prerequisite: 105 or 106, and 240.)

390  **Applied Research Methods for the Behavioral Sciences.** Applied inferential statistics. (Prerequisite: 240.)

SPECIAL TOPICS

280  **Contemporary Issues.** Psychological aspects of topics of current interest and relevance. (Prerequisite: 105 or 106.)

394  **Advanced Topics in Psychology.** (Prerequisites: Senior standing and consent of chairman.)

395  **Field Work/Internship.** Supervised experience in selected off-campus settings and associated readings. (Prerequisites: Junior standing and consent of chairman.)

396  **Honors in Psychology.** Attendance at monthly Honors Seminar is required. Honors thesis is completed during the student's senior year. (Prerequisites: Senior standing and departmental approval.)

398  **Reading and Research.** (Prerequisites: Senior standing and consent of chairman.)

399  **Independent Study.** (Prerequisite: Consent.)
Religious Studies

Paul F. Camenisch, Ph.D., Professor and Chair

The Religious Studies Department, like every program in the University, reflects DePaul’s Catholic and Vincentian character in various ways, including the offering of courses which include major sections on Biblical, Christian and specifically Roman Catholic experience and thought. Other courses treat a variety of other religious traditions and various approaches to understanding religion.

Through these courses the department invites all students, whatever their heritage, to engage in an academically rigorous exploration of their own commitments and traditions in relation to those realities human beings have deemed ultimate, and which we call religious. Assuming an enriching diversity of perspectives among both faculty and students, the Department invites all to an honest and disciplined examination of their own ultimate values, and to a serious consideration of the significance of the religious stories, beliefs and practices of other peoples and traditions. The Department pursues these goals through its major concentration, its departmental minors, its contributions to the Liberal Studies Program, and through departmental courses available as electives to all students.

The Religious Studies major is enriched by the interdisciplinary resources of the University. The department welcomes students who pursue religious studies with an emphasis on research, or for the sake of greater personal or academic enrichment, including possible graduate and/or professional preparation in religion or other fields at DePaul or elsewhere. Students may take courses offered by the Spertus College of Judaica to enrich their programs. (For information concerning the Jewish studies Program, consult page 183 of the Bulletin.)

FACULTY

Paul F. Camenisch, Ph.D., Professor and Chair
Jeffrey Carlson, Ph.D., Assistant Professor
John Dominic Crossan, S.T.D., S.S.L., Professor
Edmund J. Fitzpatrick, S.T.D., Professor Emeritus
Frida Kerner Furman, Ph.D., Associate Professor
Paul Golden, C.M., C.I.D., Adjunct Professor
John A. Grindel, C.M., S.T.L., S.S.L., Adjunct Professor
George Hall, Ph.D., Adjunct Professor
James Halstead, O.S.A., Ph.D., S.T.D., Assistant Professor

Princeton University
University of Chicago
St. Patrick’s College Maynooth
St. Mary’s of the Lake, Mundelein
University of Southern California
University of St. Thomas, Rome
Pontifical Biblical Institute
University of Chicago
University of Louvain
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Religious Studies. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions required for the Religious Studies major are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 2 courses in the Department of Philosophy or other departments designated by the Division (1 Level I and 1 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Religious Studies contributes to a student’s liberal education, only those courses in the Division of Philosophy and Religion offered by the Department of Philosophy (or other departments designated by the Division) will be applied to the liberal studies requirements of the Division.

DEPARTMENTAL PROGRAM REQUIREMENTS

Standard Concentration

56 hours in Religious Studies distributed as follows:

Religious Studies: 100 Religious Worlds in Comparative Perspective; 200 God: Western Approaches to the Sacred; 201 Religion and Ethics; 213 Christianity in Classical and Medieval Times; 214 Christianity in the Modern Age; either 220 Psychology and Religion or 221 Sociology of Religion; 232 Religion of Israel; 233 Jesus and Christian Origins; either 262 Religions of South Asia and the Far East or 263 Religions of the Middle East, and 390 Integrating Seminar. In addition, the major will elect four courses in Religious Studies, at least one of which must be a 300 level course.

Supporting Fields: Courses in areas of interest to be determined through individual consultation with the student’s departmental advisor.
Religious Studies Minor

28 hours in Religious Studies distributed as follows:

Two types of minors are available for students interested in perspectives that the study of religion can offer the non-major. The first is the general minor, designed to provide insights into the way religion appears and functions in human life. The minor consists of Religious Studies 100, 232, 233, either 220 or 221, one course in world religion, one from the history, thought and worship section, and one in ethics chosen with the assistance of an advisor in the Religious Studies Department.

The other type of minor is designed to broaden and complement a student’s major, or to highlight a specific interest within the field of religious studies. In consultation with an advisor and following several models developed by the department, the student can pursue a minor in any of several areas of religious studies such as Biblical studies, world religion, or ethics. Alternatively, minors are available to complement majors in History, Sociology, Literature, Psychology, Political Science, and Philosophy.

All Religious Studies minors require seven courses in the department, including those taken to meet the Liberal Studies requirement.

SEQUENCING

Religious Studies 100 is prerequisite for all students to all other department courses. The Department has specified certain courses as providing the social, philosophical, historical, and literary foundations of Religious Studies. These courses include 200, 201, 213, 214, 220, 221, 232, 233, 262, and 263. Required and elective courses chosen from this list should be taken relatively early in the student’s program. Religious Studies 390 must be taken by all departmental majors in their junior or senior year.

Courses

All courses carry four quarter hours credit unless otherwise specified.

100 Religious Worlds in Comparative Perspective. Examination of the nature and function of religion in human life. Exploration of common patterns underlying the variety of religious experience and expression. This course must be taken prior to any 200 or 300 level course. (Prerequisite: Successful completion of University requirements for entry level skills in reading and writing.)

World Religions: Traditions and Dynamics

211 The American Religious Experience. Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.

220 Psychology and Religion. Psychic factors operative in acquisition, formation, and development of religious expression and commitment.

221 Sociology of Religion (cross-listed as Sociology 343). Sociological study of religious groups, institutions, behavior, and belief systems in human life and society.

262 Religions of South Asia and the Far East. An exploration of the religious and cultural backgrounds of the major traditions of India and the Far East, focusing on their sacraments, devotional writings, liturgies, and religious law.
Religions of the Middle East. A study of the historical development of three important and influential religio-cultural traditions of the Middle East: Zoroastrianism, Judaism, and Islam.

Religious Movements in the Third World: Latin America, Africa, or Asia. A study of the primal religions, nativistic movements, and major traditions undergoing modernization. Specific sections focus variously upon Latin America, Africa, or Asia as noted in the current schedule.

Biblical Literature

The Bible: An Introduction. A study of the biblical texts which emphasizes how historical influences and literary structures interact with religious insights and ethical imperatives. (This course may not be taken for Religious Studies major credit.)

Religion of Israel. The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.

Jesus and Christian Origins. The beginnings of Christianity in terms of textual sources, historical data, and religious backgrounds.

Old Testament Problems. (Prerequisite: 232) Specific topics vary from year to year and are noted in the current Schedule.

New Testament Problems. (Prerequisite: 233) Specific topics vary from year to year and are noted in the current Schedule.

Judaism and Christianity: History, Thought, Worship

God: Western Religious Approaches to the Sacred. Comparative study of Catholic, Protestant, and Jewish concepts of God, their theoretical interpretations and practical consequences.


Christianity in the Modern Age. Focuses on the transition from traditional to modern Christianity. Studies the response of modern religious thinkers to the challenge of such secular critics as Darwin, Marx, and Freud.

Afro-American Religious History. An historical examination of the religious experience of Afro-Americans and its African precursors through historical and literary resources, reflecting this people's distinctive past and its interactions with other elements of American culture. (Cross-listed with History 265 when its focus is on religious issues.)

God, Justice, and Christian Action. A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein. (Prerequisite: Permission of the instructor.)

Modern Judaism. An examination of central features of the modern Jewish experience including the transition from traditional to modern religious life and practice, American Judaism, the Holocaust, and the establishment of the State of Israel. Co-sponsored by the Jewish Chautauqua Society.

Roman Catholicism in an Ecumenical Age. A study of the origins, development, and current situation of Roman Catholicism with special attention to its relations to Judaism and other Christian communities.
Images of Jesus in a Pluralistic Tradition. A study of the multiple and diverse (primarily theological, but also literary, artistic and philosophical) historical and contemporary images of Jesus, as a way of understanding the diversity of this tradition and of its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions.

Ritual and Sacramental Life in Judaism and Christianity. An examination of the principal rituals of Judaism and Christianity with reference to their festal calendars. Special emphasis upon Passover and the Eucharist.

Women in Religion. A study of the historical and contemporary roles and contributions of women within major religious traditions, especially Christianity and Judaism.

Issues in Contemporary Theology. A study of methods, issues, and movements in twentieth century theology. Specific topics vary and are noted in the current schedule.


The Culture of American Catholics (crosslisted with MLS 464). A sociological and historical investigation of the culture of American Catholics, with special attention to the literary works of contemporary American Catholic writers including Flannery O'Connor, Mary Gordon and Eugene Kennedy.

Ethics, Values, and Morality

Religion and Ethics. Comparative study of traditional and contemporary ways of approaching a study of ethics in theology and philosophy.

Western Religious Traditions and Contemporary Moral Issues. A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of western religious traditions to selected moral issues such as war and peace, sexual behavior, etc.

Religious Ethics and Professional Life. A study of the ethical dimensions of contemporary professional life from the standpoint of religious traditions and values, focusing primarily on medicine, law, and business.

Business, Ethics and Society (cross-listed as Management 228). An examination of various ethical and moral issues arising in contemporary business and its activities which affect the society and the world. (Prerequisites: Rel. 100 and Phil. 100.)

Biomedical Ethics (cross-listed as Philosophy 229). Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Religious Studies and of Philosophy. (Prerequisites: Rel. 100 and Phil. 100.)

Love and Sexuality: Religious Perspectives. Love and sexuality in biblical and nonbiblical religions, examined cross-culturally, conceptually, and ethically.

Dying, Death, Afterlife. Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually, and ethically.

Topics in Religious Ethics. An upper level course in the methods and content of religious ethics. Specific topics for current offering are noted in the current schedule.

Computers, Ethics and Society (cross-listed with CSC 326 and MLS 444). This course examines the impact of computerized technologies in society with particular attention paid to the ethical issues raised by these social effects.
Advanced Study

390  **Integrating Seminar.** A seminar focusing upon the methods, classic texts and current issues in the study of religion. (Prerequisite: junior or senior standing and permission of the department.)

392  **Topics in Religion** (Foreign Study). Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Religious Studies credit when approved in advance by the Director of the Foreign Studies Program and the Chair of the Religious Studies Department.

399  **Independent Study.** (Prerequisite: Junior or senior standing and permission of the department).
Sociology and Anthropology

Charles S. Suchar, Ph.D., Associate Professor and Chair

Sociology is the study of social groups and institutions. To study these the department provides a program that includes information (what we know), methodology (how we know), and theory (how we explain). The curriculum aims to provide students with a basis of understanding and participation in their own communities and allows them to pursue careers in professions related to sociological/anthropological knowledge and training.

For students interested in careers in social work, health-related fields, education and counseling, the department offers a concentration of study in Health and Human Services focusing on the impact of social structures, institutions, and groups on the individual.

For students wanting to pursue a career in the area of law enforcement and services to youth, the Department offers a concentration in Juvenile Justice. In addition, the Department offers a concentration in Law and Society relevant to pre-legal training and careers in the criminal justice system.

For students planning careers in such areas as urban planning and development, real estate, architecture, social and community relations, and government, the department has a number of Urban Sociology courses providing knowledge and understanding of contemporary trends and processes in urban areas. The department also offers a concentration in Anthropology for students interested in the cross-cultural and comparative study of societies.

For students who are majoring in another department, a concentration in sociology, as described above, may be organized as a minor field.

Students who wish to learn more about the sociology program are invited to talk with the chairman and members of the department.

FACULTY

Charles Suchar, Ph.D., Associate Professor and Chair
Nancy M. Abbate, B.A., Lecturer
Rosemary S. Bannan, Ph.D., Professor
Noel Barker, M.A., Lecturer
Judith A. Bootcheck, Ph.D., Associate Professor
Grace Budrys, Ph.D., Professor
Kenneth Fidel, Ph.D., Associate Professor
Roberta Garner, Ph.D., Professor
John P. Koval, Ph.D., Associate Professor
Theodoric Manley, Jr., Ph.D., Assistant Professor
Larry W. Mayo, Ph.D., Assistant Professor
Felix Padilla, Ph.D., Associate Professor

Northwestern University
Mundelein College
Loyola University
University of Illinois, Urbana
Purdue University
University of Chicago
Washington University
University of Chicago
University of Oregon, Eugene
University of Chicago
University of California, Berkeley
Northwestern University
Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Sociology. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Geography, Psychology, and Economics or in other departments designated by the Division (2 Level I and 1 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Department of Sociology/Anthropology contributes to a student's liberal education, the student should enroll only in those courses offered in the Division of Behavioral and Social Sciences by the departments of Economics, Geography, Political Science, and Psychology (or other departments designated by the Division). Courses in the Department of Sociology/Anthropology will not be applied to the requirements of the Division. A significant component of a student's liberal education is a knowledge of the methods and principles of the kinds of inquiries which comprise the Behavioral and Social Sciences, particularly the interpretation of scientific method and its application to the study of human society and institutions.

DEPARTMENTAL PROGRAM REQUIREMENTS

Sociology Major

The major consists of a five course Common Core and eight departmental courses. A student may largely select the eight courses from one concentration area or may choose from several areas to form a standard concentration. Five of the eight selected courses should be at the 300-level. In addition, fourteen supporting field courses are to be elected in consultation with the student's academic advisor.

Sociology Minor

For students who are majoring in another department, the Sociology/Anthropology Department offers five minors: the General Minor in sociology, composed of five courses selected in consultation with the advisor, The Law and Society Minor, the Health and Human Services Minor, the Urban Sociology Minor, and the Juvenile Justice minor each composed of five courses from the respective concentrations described below.
Common Core

Sociology: 101 General Sociology (102 Cultural Anthropology or 105 Social Problems may be substituted with consent of chair); 240 Introductory Statistics for the Social Sciences (241 Introduction to Computer Use in the Social Sciences may substitute for 240); 331 Sociological Theory; 380 Research Methods in Sociology I; 381 Research Methods in Sociology II.

I. STANDARD CONCENTRATION

Common Core plus eight departmental courses, five of which must be 300-level courses.

II. HEALTH AND HUMAN SERVICES

Minor

Two or three Phase I Fundamental courses from Sociology 200 Social Work and Social Welfare; 221 Health and Society; and 306 Families.

Two or three Phase II courses from Sociology 321 Health and Human Service Organizations; 326 Life Cycle: Middle Age and the Aging; 353 Sociology of Mental Illness; 360 Social Services in Contemporary Societies; 361 Techniques and Problems in Social Work Practice. Sociology 392 Internship, can be taken as an option for a Phase II course if the student has taken at least three courses in the concentration.

Other courses recommended to enhance the concentration in Health and Human services are Sociology 203 Race and Ethnic Relations; 207 Youth and Society; 225 Socialization; 304 Social Deviation; and 345 Urban Sociology.

Major

Common core plus two or three Phase I, two or three Phase II; and three additional electives in Sociology. Five of the eight courses beyond the core program need to be at the 300 level.

III. JUVENILE JUSTICE

Minor

Two Phase I courses from Sociology 207 Youth and Society; 220 Theories of Crime and Delinquency; 301 The Juvenile Court System: Its Operations.

Three Phase II courses from Sociology 200 Social Work and Social Welfare; 306 Families; 322 The Treatment and Prevention of Delinquency; 353 The Sociology of Mental Illness; 361 Techniques and Problems in Social Work Practice.

Students may substitute one of the following practicum courses for a Phase II course: Sociology 380 Research Methods or 392 Internship.

Major

Common Core plus two in Phase I, three in Phase II; and three electives in Sociology. Five of the eight courses beyond the core program need to be at the 300 level.

IV. URBAN SOCIOLOGY

Minor

Two Phase I courses from Sociology 203 Race and Ethnic Relations; 212 Community and Society; 231 Urban Ethnicity; 345 Urban Sociology; and 346 Urban Anthropology.
Three Phase II courses from Sociology: 270 Sociology of the Built Environment; 347 Urban Structure and Decision Making; 348 The City in the Future; 351 Urban Demography; 354 Comparative Community Politics; 355 Chicago as a Social System; 356 The City in Cross Cultural Perspective; and 390 Seminar in Urban Sociology/Anthropology. Sociology 392 Internship is an option for a Phase II course.

Major

Common core plus two courses in Phase I; three courses in Phase II and three electives in Sociology. Five of the eight courses beyond the core program need to be at the 300 level.

V. LAW AND SOCIETY

Minor

Two Phase I courses from Sociology: 102 Cultural Anthropology; 208 Law and Society; 220 Theories of Crime and Delinquency.

Three Phase II courses from Sociology: 214 Police and the Urban Community; 301 The Juvenile Court: Its Operations; 304 Social Deviation; 310 Criminal Justice: The Courts and Corrections; 315 Sociology of Law; 322 The Treatment and Prevention of Delinquency; 344 Political Sociology; and 354 Comparative Community Politics. Sociology 392 Internship may also be taken as an option in Phase II.

Major

Common core plus two courses from Phase I; three courses from Phase II; and three elective courses in Sociology. Five of the eight courses beyond the core program need to be at the 300-level.

VI. ANTHROPOLOGY

Minor

Two courses from 102 Cultural Anthropology; 215 Archaeology; 216 Biology Culture.

Three courses from 300 Regional Ethnology; 302 Myth, Magic, and Symbol; 317 Anthropology of Communication; 318 Applied Anthropology and Culture Change; 319 Medical Anthropology; 346 Urban Anthropology; 356 The City in Cross-Cultural Perspective; 382 Qualitative Methods; 395 Seminar in Anthropology; 397 Travel/Study.

Major

Common core, including 102 Cultural Anthropology; six other anthropology courses; and two elective courses in the sociology/anthropology curriculum. Successful completion of the second year of a modern language, or equivalent, as certified by the Modern Language Department.

Five Year Masters Degree in Sociology

The Sociology Department offers a special option to students with a potential for graduate work: a five-year program in which the student receives a B.A. after four years and an M.A. at the end of the fifth year. This represents a savings of about a year over the conventional M.A. degree and a reduction in courses taken during the fifth (M.A.) year. It provides a strong background for students wishing to enter professional programs (law, MBA, Ph.D.). The student in this program can begin to take graduate courses during the senior year. The major should be declared early in the junior year. See the department chair for additional information.
SEQUENCING

For majors, 101 should be taken in the freshman or sophomore year; 240 or 241 should precede 380-381. Sociology 331 and 380-381 should be taken in the junior or senior year. Minor concentrators should take Phase I courses prior to Phase II.

Courses

All courses carry 4 quarter hours credit unless otherwise specified. Courses are listed in numerical order. All 300-level courses have a prerequisite of Sociology 101, 102 or 105 unless otherwise indicated.

101 General Sociology. Student learns the language, tools, findings, and theories of the sociologist at work.

102 Cultural Anthropology (formerly 202). Examination and comparison of patterns of life in a variety of societies, including tribal, peasant and non-Western ones; consideration of the impact of social change, colonialism and economic development.

105 Social Problems. Examination of a variety of problems and issues with attention to their causes, their impact, and the possibility of resolving them; focuses on the role of social movements, government and the private sector.

200 Social Work and Social Welfare. The nature of social work with a focus on the delivery of a variety of human services like health care and welfare; emphasis on professional-client relationships; examination of government agencies and voluntary associations.

203 Race and Ethnic Relations. Interpretation and understanding of relationships among religious, ethnic and racial groups. The course emphasizes racial conflict and its resolution as well as the exploration of the heritage of Chicago ethnic groups.

205 Social Psychology: Sociological Perspectives. Influence of group life on behavior and personality. Selected approaches to communication, child rearing and the development of the self, conformity and resistance to conformity.

206 Work and Society. Examines the job market, the impact of work on individuals and the nature of different kinds of work, including professions and jobs in bureaucracies and business. (Prerequisite: 101, 102 or 105.)

207 Youth and Society. Using a historical and cross-cultural perspective, this course examines the social position of youth in today's society; youth subcultures; key institutions within which youth are socialized and controlled.

208 Law and Society. Examines the legal system in its social contexts; considers its moral and social roots, its continuity and contradictions, and its ability to deliver justice as an agency of social control and change. (Prerequisite: 101 or 105.)

209 Sociology of Women. Cross-cultural analysis of women's roles. How various social institutions (the media, work, the family, education, religion) treat sex-role distinctions and how the women's movement is attempting to confront them.

210 The Computerized Society. Examines the impact of computers on society and the causes of technological change, with a focus on new electronic technologies and computers. (Prerequisite: 101, 102 or 105.)
Sex Roles. A consideration of the development of sex roles, gender identity and sexual behavior in a social context; how sex roles are shaped by families, youth culture, and the life cycle. (Prerequisite: 101, 102 or 105.)

Community and Society. An analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies. (Prerequisite: 101, 102 or 105.)

Police and the Urban Community. The nature of police work, decision-making structures and processes, conflict and cooperation in police-community relationships.

Archaeology. An introduction to the science of archeology and human social prehistory from its beginnings to the classic civilizations. The origins of a variety of social institutions are discussed. (Prerequisite: 101, 102 or 105.)

Biology and Culture. The interrelationships between culture and biology in the shaping of social life, including human evolution, sexual differences, race and other aspects of human variation. (Prerequisite: Bio. 110.)

Women and Organizations. An examination of women's changing roles in organizations including patterns of occupational mobility, special consideration of tokenism, dual-careers, and changing organizational practices and policies related to women.

Theories of Crime and Delinquency. Analysis of theories of causes and control of crime and juvenile delinquency; an examination of delinquency subcultures, the study of the distribution of crime and juvenile delinquency.

Health and Society. The social dimensions of health and illness are considered beginning with variations in illness rates by age, gender, social class; the occupations and organizations involved in delivering health care are examined; cross-cultural comparisons are discussed.

Socialization. The effects of social institutions on the development of attitudes and behavior will be analyzed. Institutions that resocialize adults (e.g., concentration camps, mental hospitals) and socialize children (e.g., schools, kibbutz, mass media) will be examined.

Urban Ethnicity. The social and cultural importance of the urban ethnic communities and their interrelationships are investigated through a study of neighborhood development and change. Special emphasis on the major ethnic communities of Chicago.

Sociology of Sports. This course examines sports as a societal microcosm and as an idealized world for both individuals and institutions. Sports is also viewed as a major element in the making of American mythology.

Introductory Statistics for the Social Sciences (cross-listed as Mathematics 242). Presentation and description of data, contingency table construction and interpretation, introduction to multivariate analysis, correlation and hypothesis testing. (Prerequisite: Math. 101 or two years of high school math or consent of instructor.)

Introduction to Computer Use in the Social Sciences. A general introduction to computer packages for statistical applications in the social sciences. Analysis of survey data using SPSS, SCSS and BMD programs, graphic display techniques, online and batch experience. Laboratory fee.

Sociology of the Built Environment. Examination of housing as a social phenomenon. The following topics are addressed: housing density and crowding; federal, state, and city housing policies; public housing and alternative approaches to housing the poor; how changes in urban populations relate to housing demands and needs; the nature of the housing market; alternative forms of consumer housing finance policies.
280 Mass Media and Culture. Analysis of the relations between modern society and the mass media such as TV, film, radio and the print media. (Prerequisite: 101, 102 or 105.)

281 Sociology of Rock Music (formerly 320). Rock music is studied as an object of culture, both as art and mass culture. Attention is given to its creation, dissemination and appreciation.

290 Special Topics in Sociology. In-depth examination of selected and timely social issues. Topics vary from quarter to quarter and have included the following: blue collar society; art and popular culture. Topics may be initiated by students.

292 Protest: Violence and Nonviolence. The socio-legal implications of violent and nonviolent protest in bringing about social change. Emphases: social and historical indicators that precipitate violence; court response to civil disobedience.

300 Regional Ethnology. Compares the patterns of social life in different societies within a region in order to develop a general understanding of cultural development.

302 Myth, Magic, and Symbol. Explores anthropological theories of symbolic action ("how people believe the world to work") and how societies seek to mediate and control the powerful forces beyond society.

301 The Juvenile Court System: Its Operations. An introduction to the juvenile court system. The interaction of police, judges, and court officers. The role of discretion in disposition. (Prerequisite: 220.)

304 Social Deviation. Comparison of theories and conceptual frameworks of deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.

305 Institutional Response to Deviance. The analysis of the social organization of the societal response to youth labeled as deviant. Examines the institutional response to the mentally ill, hyperactive children, unwed mothers, juvenile delinquents, and criminals.

306 Families. Ideas, theories, and research on families. Topics include change and variety in family patterns, fertility and childrearing. (Prerequisites: 101, 102, 105 or Health and Human Services concentration.)

310 Criminal Justice: The Courts and Corrections. The response of the judiciary to crime and criminals. The study of corrections policies and practice and their effects.

311 Sociology of Latino Culture. Examination of major cultural expressions and practices among Latino groups in American society. The family unit, cultural identity, music, art, literature, language, film, and youth gangs are among the topics discussed.

315 Sociology of Law. The study of the role of law in society: emphasis on law as a profession and career. (Prerequisite: 101, 102, 105, 208 or Law and Society concentration.)

317 Anthropology of Communication (formerly 217). Examines the human capacity to symbolize. It surveys such topics as non-human communication, the history and geography of language, the analysis of symbolic systems.

318 Culture Change and Applied Anthropology. By examining cultural and social change, problems of policy implementation in ethnically diverse social settings are addressed. Field research included. (Prerequisites: 101, 102 or 105.)

319 Medical Anthropology. Skills course for student in health care fields facing cultural diversity in the clinical context. Topics include culturally-based theories of disease and treatment expectations, ethnic differences in locating symptoms and responding to pain, and problems of intercultural communication. (Prerequisite: 102 or Health and Human Services concentration.)
Health and Human Service Organizations. The work of health and human service organizations is examined; the origins of these organizations, their goals and the problems inherent in attaining the goals are considered.

The Treatment and Prevention of Delinquency. A review of traditional and current practices of programs designed to treat delinquents and prevent delinquency, with emphasis on the variety of available correctional facilities. (Prerequisite: 101 or 105 or Juvenile Justice or Law and Society concentration.)

Life Cycle: Middle Age and the Aging. A look at the changing age composition of the population; meaning and societal definition of aging; the different types of responses to growing older, and the various social programs designed for the aged. (Prerequisite: 101, 102 or 105 or Health and Human Services concentration.)

Themes in Social Thought. Consideration of the writings of social philosophers regarding the nature, origins and meanings of human society.

Sociological Theory. Exploration of the nature of theory and an analysis of selected social theorists.

The Sociology of Slavery. To examine and analyze the institution of slavery in the United States from a sociological perspective. Important areas examined include the origins and functions of American slavery and racism, abolition, ideology, and the idea of slavery, and the origins of the black class structure in the United States. (Prerequisite: 101, 102 or 105.)

Social Inequality. Examination of inequalities in wealth and power and their consequences for individuals and the society; for example, the institutions of law, health care, education and politics.

Occupations and Professions. Analysis of the characteristics and problems of a wide range of occupations including the professions (recruitment, ethics, associations and sources of authority). (Prerequisite: 101 or 105 or Organizations concentration.)

Organizational Dynamics. Examination of the structure and process of organizations in the public and private sectors, life in organizations and the interrelationship of individuals and organizations. (Prerequisite: 101 or 105 or Organizations concentration.)

Social Dimensions of Religion (cross-listed as Religious Studies 221). Analysis of the interplay of society and religion, the clergy as an occupational group, and the relationship of religious ideology to social change. Cross-listed with Religious Studies 221.

Political Sociology. Social and economic bases of the political system in a comparative perspective.

Urban Sociology. Study of urban growth and its impact. Topics explored include metropolitan development and change, population density, diversity and migration, urban life styles, urban institutions and important societal trends. Local, national, and cross-national cases are examined.

Urban Anthropology. Theories and methods of contemporary anthropology are employed to analyze a variety of topics including urban culture, subcultures, ethnic life styles and the notion of images of the city. (Prerequisite: 101, 102 or 105.)

Urban Decision-Making. An analysis of decision making on vital issues in urban settings. The role of power, citizen protest, and community participation.

Comparative Organizations. Are modern, complex organizations the same the world over or are they influenced by the culture in which they exist? Non-western formal organizations both in the private sector and in public bureaucracies are compared to the western model of formal organization. Specific attention will be on Japan and a variety of other examples drawn from the Middle East, Eastern Europe and other areas. (Prerequisite: 101, 102 or 105 or Organizations concentration.)

Urban Demography. An introduction to the methods and materials of social demography with special emphasis upon their applications to urban studies. Demographic theory and variables are presented; use of census materials and other data for measuring social phenomena such as household formation, fertility rates, dependency ratios, measures of segregation and promotion pyramids are developed. Policy implications of stable and changing urban populations are considered.

Sociology of Health and Illness. Examines how illness is related to sociological phenomena such as the social class of the patient or the organization of the health care delivery system. (Prerequisite: 101, 102 or 105 or Health and Human Services concentration.)

Sociology of Mental Illness. Examines the social history of, and societal reaction to, the mentally ill. Review of contemporary social perspectives on mental illness and social research on mental hospital institutionalization; the dynamics of the therapist-patient relationship. (Prerequisite: 101, 102 or 105 or Health and Human Services concentration.)

Comparative Community Politics. The course examines a variety of areas affecting the social and political organization of communities in the U.S. and other countries. Important areas examined include social organization, the institutional and socio-economic structure, urbanization, patterns of citizen participation, and the social organization of political decision making.

Chicago as a Social System. This course draws upon the rich tradition of sociological work carried out in Chicago to exemplify and integrate a variety of sociological concepts, theories, and methodologies.

The City in Cross Cultural Perspective. This course examines the city as a type of human settlement, focusing on the different forms, functions, images, and ideological perceptions of cities across a number of different cultures.

Social Services in Contemporary Societies. Social services and welfare programs as developed in contemporary industrial societies. Comparison between European social services and the American social services provides a basis for considering the implications of social policy.

Techniques and Problems in Social Work Practice. Strategies used by caseworkers and group workers to establish a professional relationship with clients are examined along with techniques used in community organizations. The role of the client in the practice of social work and the major problems social workers encounter will be emphasized. (Prerequisite: 101 or 105 or Health and Human Services concentration.)

Sociology and Philosophy (cross-listed as Philosophy 351). Discussion of the philosophical implications of sociological theory and the societal background of philosophical development.

Computer Programming (cross-listed as Psychology 368). Development of FORTRAN programs for computing statistics. (Prerequisite: 240 or consent of instructor.) Laboratory fee: $15.00
Research Methods in Sociology I. The logic of procedures of social science methodology. Initiation of student research project: formulation of problem, design of research, data collection. Presentation of the range of methods available for various types of social research. (Prerequisites: 101 and 240.) (To be offered only in alternate years at Lewis Center, yearly at Lincoln Park.) Laboratory fee.

Research Methods in Sociology II. Continuation of the research project begun in 380. Data manipulation and analysis with the use of computers; interpretation, write-up, and synthesis of the research experience. (Prerequisite: 380.) (To be offered only in alternate years at Lewis Center, yearly at Lincoln Park.) Laboratory fee.

Qualitative Methods. Introduction to qualitative methods in sociology and anthropology: data collection and analysis, field research, life histories, unobtrusive measures and visual methods employing video and film equipment. (Prerequisite: 101, 102 or 105 or Juvenile Justice concentration.)

Social Documentary Still Photography. Examines the history of the still photograph as a document of social problems and conditions, a cultural artifact with a linguistic structure of its own. Methodological issues involved in using photographs as research tools are studied. Students conduct own documentary research project.

The Social Significance of Black Music and Entertainment. The course is a sociological interpretation of Afro American culture by focusing on the social significance of black entertainment as the focal point, the course draws attention to how entertainment has been used to make social commentary.

Popular Culture and the Arts. The course explores topics in popular culture and the arts from a sociological perspective. The focus includes specific arts (film, music, photography, etc.), subcultures of artists and performers, and the impact of the market on the arts and popular culture.

Seminar in Sociology. Selected topics form the basis of an in-depth consideration. Topics vary and may be initiated by students.

Internship. Selective placement of students in work-study situations to prepare them for careers in health and human services, social work, juvenile justice, law and society, urban and community services. (Prerequisite: 101 or 105 or a concentration.)

Seminar in Anthropology. In-depth examination of selected topics in cultural diversity, often based on a geographical area. (Prerequisite: 102.)

Travel/Study. Foreign and domestic study tours with lectures and research by special arrangement with sponsoring programs.

Independent Study. (Prerequisites: Senior standing and permission of chairperson.) Two to four credit hours.
Social Sciences

This interdisciplinary program in the Social Sciences seeks to provide a broad understanding and appreciation of contemporary society. It is designed for students career-oriented toward a variety of fields including business, local and national government service, library science, social work, public administration, and teaching.

A student plans a specific program as a social sciences major on an individual basis in consultation with the chairman or another representative of the social science faculty committee. For the student who wants to prepare for a career of teaching in junior high and secondary schools, a special program is offered in cooperation with the School of Education.

FACULTY

Richard J. Houk, Ph.D., Professor and Director (Geography)
Judith Bootcheck, Ph.D., Associate Professor (Sociology)
Robert Garfield, Ph.D., Associate Professor (History)
Thomas Mondschean, M.A., Assistant Professor (Economics)
Midge Wilson, Ph.D., Associate Professor (Psychology)
Harry J. Wray, Ph.D., Associate Professor (Political Science)

Northwestern University
Purdue University
Northwestern University
University of Wisconsin
University of North Carolina, Chapel Hill
University of North Carolina, Chapel Hill

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Social Sciences. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).
Fine Arts and Literature: 4 courses (3 Level I and 1 Level II).
Philosophy and Religion: 4 courses (2 Level I and 2 Level II).
Behavioral and Social Sciences: 3 courses in the Departments of Political Science, Geography, Sociology, Psychology, or Economics or other departments specifically designated by the Division Chairman (Level II only).
Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Since study in the Program in Social Sciences contributes to a student's liberal education, particularly a knowledge of the principles and methods of research which are peculiar to the Behavioral and Social Sciences, the student should enroll in Level II BSS courses only.
PROGRAM REQUIREMENTS

I. Basic Concentration

A 15 course concentration in the Departments of Economics, Geography, History, Political Science, Psychology, and Sociology is required. No more than six courses may be selected from 100-level courses. The other nine courses are to be selected from 200 or 300-level courses. Consult the departmental listings for detailed course descriptions. The necessary distribution of studies is the following:

Primary Field: Six courses from one department.

Secondary Field: Four courses from a second department.

Other Fields: Four courses must be distributed so that the student has at least one course each in economics, geography, history, political science, psychology and sociology.

Statistics: One of the following statistics courses is required of all majors: Economics 342 Statistics for Economics, Mathematics 142 Business Statistics, Mathematics 242 Elements of Statistics I, Psychology 240 Introductory Statistics for the Behavioral Sciences; or Sociology 240 Introductory Statistics for the Social Sciences. The statistics course is a separate requirement and will not serve as a Psychology, Sociology, or Economics requirement.

II. Teacher of Social Sciences: Secondary Level

A 14 course concentration in the Departments of Economics, Geography, History, Political Science and Sociology. No more than six courses may be selected from 100-level courses. The other eight courses are to be selected from 200 or 300-level courses. The necessary distribution of studies is the following:

Primary Field: Six courses from one department.

Secondary Field: Four courses from a second department.

Other Fields: Three courses must be distributed so that the student has at least one course from each of the five departments.

Statistics: One of the following statistics courses is required of all majors: Economics 342 Statistics for Economics, Mathematics 142 Business Statistics, Mathematics 242 Elements of Statistics I, Psychology 240 Introductory Statistics for the Behavioral Sciences or Sociology 240 Introductory Statistics for the Social Sciences. The statistics course is a separate requirement and will not serve as a Psychology, Sociology or Economics requirement.

Supporting Fields: History 393 Teaching History and the Social Sciences or Geography 354 Contemporary Methods in the Teaching of Geography.
Urban Studies

The Urban Studies Program at DePaul University is a multi-disciplinary curriculum designed to prepare students for a variety of career options following the completion of their undergraduate education. Six academic departments participate in the Urban Studies Program, and each Urban Studies student selects courses from at least four departments, which guarantees a varied understanding of cities as social and physical systems, the nature of urban problems, and the record of urban policymaking. The Urban Studies student rounds out his or her program with a disciplinary concentration in one of the participating departments, as well as by choosing to enroll in a senior internship or conduct a senior research project.

FACULTY

Larry Bennett, Ph.D., Professor and Director
Sally Kitt Chappell, Ph.D., Professor
Fassil Demissie, M.A., Instructor
Donald Dewey, Ph.D., Professor
Kenneth Fidel, Ph.D., Associate Professor
Anthony Krautman, Ph.D., Assistant Professor
Theodoric Manley, Ph.D., Assistant Professor
Larry W. Mayo, Ph.D., Assistant Professor
Christopher Mobley, Ph.D., Assistant Professor
Felix Padilla, Ph.D., Associate Professor
Charles Stevens, Ph.D., Associate Professor
Charles Suchar, Ph.D., Associate Professor

Rutgers University
Northwestern University
University of California, Los Angeles
University of Nebraska
Washington University
University of Iowa
University of Chicago
University of California, Berkeley
Purdue University
Northwestern University
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Northwestern University

Bachelor of Arts

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Urban Studies. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106).
Fine Arts and Literature: 4 courses in the Departments of Art, Music, or English (3 Level I and 1 Level II).
Philosophy and Religion: 4 courses (2 Level I and 2 Level II).
Behavioral and Social Sciences: 3 courses selected from the Departments of Economics, Geography, Political Science, Psychology, or Sociology, or other departments designated by the Division (2 Level I and 1 Level II).
Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

DEPARTMENTAL PROGRAM REQUIREMENTS

The Urban Studies major has the following prerequisite: Urban Studies 100 Introduction to Urban Studies.

Methods Requirement

One course in Statistics selected from: Sociology 241 Introduction to Computer Use in the Social Sciences; Computer Science 323 Introduction to Data Analysis; Economics 342 Statistics for Economics; Mathematics 242 Elements of Statistics; Psychology 240 Introductory Statistics for the Behavioral Sciences.

Two courses from the following:
Political Science: 300 Political Analysis and Research.
Sociology: 351 Urban Demography; 380 Research Methods; 382 Qualitative Methods.

Content Requirement

Three courses from different departments as follows:
Geography: 133 Urban Geography; 230 Problems of Modern Transportation.
Economics: 104 Principles of Microeconomics.
History: 254 The City in History.
Political Science: 202 Community Politics.
Sociology: 231 Ethnicity and Community.

Four courses from different departments as follows:
Art: 324 The History of Architecture
Economics: 310 Economics of the Urban Environment (Prerequisite: Economics 103 and 104.)
Geography: 321 Chicago Metropolitan Area; 333 Urban Planning.
History: 301 The History of Chicago.
Political Science: 322 Urban Policy Making; 323 Chicago Government and Politics
Sociology: 345 Urban Sociology; 346 Urban Anthropology

Disciplinary Concentration

Each student will select four additional advanced courses in consultation with an advisor from one of the following departments: Economics; Geography; Political Science; Sociology.

Internship or Research Project

In the Freshman, Sophomore or Junior year the Urban Studies major may take Urban Studies 200 Community Service Field Work.
In the Senior year the Urban Studies major will take one of the following: Urban Studies 390 Senior Internship: Urban Studies 395 Research in the Urban Community.
Courses

All courses carry 4 quarter hours of credit unless otherwise specified. See departmental listings for descriptions of Urban Studies Program courses.

100  **Introduction to Urban Studies.** This required course introduces the Urban Studies curriculum by surveying alternative approaches to the study of cities, examining the development of cities, and exploring some of the essential literature of Urban Studies.

200  **Community Service Field Work Internship.** This course combines field work experience in Chicago community agencies with a seminar examining social issues raised in these programs.

390  **Senior Internship** (4 or 8 hours.) In addition to working in a neighborhood or organizational setting, the intern will prepare a paper analyzing some aspect of this experience.

395  **Research in the Urban Community.** Under the direction of a faculty member, the senior Urban Studies major will conduct an independent study project.
Women's Studies

Women's Studies is an interdisciplinary program offering a minor concentration. It focuses on women's accomplishments, conditions, and contributions within their cultural contexts, thus illuminating the values implicit in women's place in society. As an interdisciplinary field, Women's Studies crosses the boundaries of traditional fields of study, offering fresh views of their subject matter and creating a new coherent way of understanding human experience.

A minor in Women's Studies will strengthen preparation for many careers in the public and the private sectors. Students interested in careers in counseling, personnel, education, sales, advertising and marketing, among others, would find the minor beneficial.

Students who would like to know more about the Women's Studies program are invited to speak with the Director and the other faculty members of the program.

PROGRAM COMMITTEE

Carol Klimick Cyganowski, Ph.D., Director of Women's Studies
    Associate Professor (English)
Sally Ballenger, M.S., R.N., Associate Professor (Nursing)
Judith Bootcheck, Ph.D., Associate Professor (Sociology)
Caryn Chaden, Ph.D., Assistant Professor (English)
Susan Clarke, M.L.S.
Richard deCordova, Ph.D., Associate Professor (Communication)
Frida Kerner Furman, Ph.D., Associate Professor (Religious Studies)
Roberta Garner, Ph.D., Professor (Sociology)
Jane Halpert, Ph.D., Assistant Professor (Psychology)
Sandra Jackson, Ph.D., Assistant Professor (Education)
Jean Knoll, Ph.D., (School for New Learning)
Jeanne LaDuke, Ph.D., Associate Professor (Mathematics)
Joan Lakebrink, Ph.D., Professor (Education)
Mary Jeanne Larrabee, Ph.D., Associate Professor (Philosophy)
Marjorie Piechowski, Ph.D., (Sponsored Programs and Research)
Susan Ramirez, Ph.D., Professor (History)
Karen Scott, Ph.D. Assistant Professor (History)
Rose Spalding, Ph.D., Associate Professor (Political Science)
Barbara Speicher, Ph.D., Assistant Professor (Communication)
Naomi Steinberg, Ph.D., Assistant Professor (Religious Studies)
Jacqueline Taylor, Ph.D. Associate Professor (Communication)
Midge Wilson, Ph.D., Associate Professor (Psychology)

University of Chicago
DePaul University
Purdue University
University of Virginia
Rosary College
University of California Los Angeles
University of Southern California
University of Chicago
Wayne State University
University of California-Berkeley
University of Chicago
University of Oregon
University of Wisconsin
University of Wisconsin
University of Wisconsin
University of Wisconsin
University of California-Berkeley
University of North Carolina
Northwestern University
Columbia University
University of Texas
University of North Carolina

Women's Studies Minor

A six course minor is offered. For the minor, a student must take the WMS 200 course and at least two other core courses. The remaining courses can be selected from either the core courses or the elective courses designated below, as well as those listed in the class schedule under Women's Studies.
Core Courses

Women's Studies: 200 Women's Studies; 210 Values and Gender.
Communication: 361 Gender and Communication.
English: 383 Women and Literature. (Prerequisite: English 120 or Permission of Instructor.)
History: 258 Women in History.
Philosophy: 385 Feminist Theories.
Political Science: 227 Women and Politics.
Psychology: 325 Psychology of Women.
Religious Studies: 278 Women and Religion.
Sociology: 209 Sociology of Women.

Electives

Communication: 336 Film and Literature (specified sections only).
Education: LSE 258 Education and Social Justice: Gender.
English: Selected topics and major authors courses, e.g., Topics in Comparative Literature:
   Women Pioneers; Major Authors: The Brontes; Women Dramatists.
Nursing: 230 Women's Health (cross-listed as WMS 230).
Psychology: 215 Human Sexuality.
Religious Studies: 370 Topics in Religious Ethics: Feminist Ethics;
Sociology: 211 Sex Roles; 326 Life Cycle: Middle Age and Aging; 470 Sex Roles (with
   permission).
Women's Studies: 230 Women's Health; 240 Women, Technology, and the Sciences: 290 Spe-
   cial Topics: 299 Women and Law; 300 Feminist Theories; 336 Women and Film; 394
   Women, Self and Society Seminar; 399 Independent Study.

Courses

All courses carry four quarter hours credit unless otherwise specified.

200 Women's Studies: An Interdisciplinary Survey. This course provides a theoreti-
   cal framework for the discipline of Women's Studies and examines research
   by and about women in selected academic fields.

210 Values and Gender. This course explores the dominant issues stemming from our
   being gendered subjects and examines the values underlying various theories
   on the nature and roles of females and males in different cultures. (Prerequi-
   sites: Philosophy 100 and Religious Studies 100.)

230 Women's Health. This course explores theoretical and applied information con-
   cerning women's health, with an emphasis on a wellness perspective.
Women, Technology, and the Sciences. A study of women's contributions in the sciences and technological advances; a discussion of the effects of these fields on women's lives.

Special Topics. Each section will focus on a specific issue, such as women and violence. Topics will vary, as announced in the course schedule.

Women and Law. This course investigates the variety of ways in which women come into relation with the law, e.g., through laws and judicial decisions dealing with equal opportunity.

Feminist Theories. A discussion and assessment of the various theories concerning the place of women in society, including theories that have advocated a more positive role for and valuation of women than those of the dominant society. The course will take both an historical and a topical approach.

Women and Film. This course explores one or more ways in which film as art, as cultural product, or as industry has dealt with women, either as subjects, artists, consumers, or critics of film.

Internship. By arrangement. Variable credit.

Women, Self, and Society Seminar. Variable topics. See course schedule for current offerings. (Prerequisite: completion of one core course or permission of instructor.)

Independent Study. (Permission of the instructor and the Women's Studies Director required before registration.)
School of Education

Joan M. Lakebrink, Ph.D., Professor and Director

The School of Education seeks to prepare students for professional positions in educational and community service settings. In addition, the School of Education strives to engage the public-at-large, as well as professionals of related fields, in the consideration of basic ideas, questions, and concerns underlying Education as a personal, life-long phenomenon and as an institutional obligation to all members of society. Located in a large metropolitan area, the School is especially committed to service in those fields that touch upon and affect the human development of people living in an urban environment.

The School of Education pursues the following goals: (1) to prepare undergraduate students to teach in elementary and secondary schools; (2) to prepare undergraduate students for professional service in a variety of community programs such as early childhood education, recreation, curriculum development, hospital educational programs, and other community services; and (3) to develop in all undergraduate students a broader, more complete understanding of education as it is personally and societally experienced.

To achieve those goals, the School of Education seeks students who show intellectual promise, social responsibility, and those personal qualities suitable for working with others in a social setting. Those students who wish to do so may work toward certification from the State of Illinois. However, for those interested in understanding the influence of educational phenomena in such fields as business, religion, social services, and in acquiring educational competencies useful in these fields, the Bachelor's degree without State certification is available. In such instances, relevant internships outside a public school setting will be arranged.

The School of Education works closely with the College of Liberal Arts and Sciences, the College of Commerce, and the School of Music. These cooperative arrangements permit the School of Education to offer a curriculum that provides a strong background in liberal studies, the mastery of a major field, and the demonstrated competency to transmit knowledge to others.

FACULTY

Joan M. Lakebrink, Ph.D., Professor and Director
Linda Bliss, M.Ed., Lecturer
John C. Bohan, Ed.Spec., Professor Emeritus
Sr. Maureen Brogan, M.A., Lecturer
Hal L. Campbell, M.S., Instructor
Judy Eby, Ph.D., Assistant Professor
Urban H. Fleegle, Ph.D., Professor Emeritus
Gerald Foster, Ph.D., Associate Professor

University of Wisconsin-Madison
Erikson Institute
Rutgers University
Cardinal Stritch College
Western Illinois University
Northwestern University
Catholic University of America
University of Iowa

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Edward Gordon, Ph.D., Lecturer
William E. Gormann, Ed.D., Professor Emeritus
Sandra Jackson, Ph.D., Assistant Professor
Andrew T. Kopan, Ph.D., Professor
John J. Lane, Ph.D., Professor
Kathleen Lawler, M.Ed., Lecturer
Michael McCormick, B.S., Lecturer
Margaret Mistak, B.M.E., Lecturer
Carole P. Mitchener, Ph.D. Assistant Professor
Barbara Kimes Myers, Ph.D., Associate Professor
Peter Pereira, A.M.T., Associate Professor
Barbara Pinder, M.A., Lecturer
Barbara Radner, Ph.D., Associate Professor
Sr. Frances Ryan, A.C.S.W., Ph.D., Associate Professor
Kenneth Sarubbi, D.P.E., Associate Professor
Hans A. Schieser, Ph.D., Professor
James J. Seri, M.S., Professor Emeritus
Cecile Small, Ed.S., Professor Emeritus
John R. Taccarino, Ph.D., Associate Professor
Shohei Tomoto, M.A., Lecturer
Rafaela Weffer, Ph.D., Professor
Kathryn C. Wiggins, Ph.D., Assistant Professor
Nancy Williams, Ph.D., Assistant Professor
Carol T. Wren, Ph.D., Associate Professor
Edyth Young, Ph.D., Assistant Professor
Loyola University of Chicago
Northwestern University
University of California-Berkeley
University of Chicago
University of Wisconsin-Madison
DePaul University
Southern Illinois University
Northwestern University
University of Denver
University of Illinois-Champaign
Harvard University
DePaul University
University of Chicago
Loyola University of Chicago
Indiana University
Loyola University
University of Wisconsin
DePaul University
Northwestern University
DePaul University
Illinois Institute of Technology
Michigan State University
Northwestern University
Northwestern University
University of Illinois-Champaign

ACADEMIC PROGRAMS

Liberal Studies in Education
Bachelor of Science in Early Childhood Education
Bachelor of Science in Elementary Education
Bachelor of Arts in English, Geography, History, Mathematics, Modern Languages, or Social Science.
Bachelor of Science in Biology, Chemistry, Computer Science, Mathematics, or Physics.
Bachelor of Science in Physical Education
One Year Certificate Program in Early Child Care and Development
Teacher Certificate for College Graduates

ACCREDITATION

Teacher preparation programs at DePaul University are accredited by the Illinois Office of Education. All programs are fully approved by the State Superintendent and the State Teacher Certification Board. Furthermore, each program is accredited by the National Council for Accreditation of Teacher Education.

ADMISSIONS

Candidates interested in admission to the School should direct all inquiries to the Office of Admissions, DePaul University, 25 East Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 362-8300. The Office of Admissions will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $20.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult Page 361 of the Bulletin.
Students who meet University admission requirements are eligible to apply for admission to one of the Teacher Education programs. Students who already hold a Bachelor's Degree from an accredited institution and wish only to meet Teacher certification requirements should contact the School of Education directly at 362-8100.

COMPETENCE IN MODERN LANGUAGE

Students who enroll in the School of Education in the Fall of 1990 or later and who intend to graduate with the Bachelor of Arts degree will be required to demonstrate competence in a modern language. Such competence may be demonstrated in one of several ways: by successful completion of two years of high school course work in a modern language, by achieving a score of 3 or higher on the Advanced Placement test, by a satisfactory score as determined by the Modern Language Department on the CLEP examination, or by taking appropriate course work. Note that CLEP scores may be used only to meet the College requirement. Credit is not awarded in modern languages on the basis of CLEP scores. Students who are required to do course work must demonstrate modern language competence equivalent to a complete introductory sequence (101-102-103). Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three course introductory sequence. B.A. students who meet this requirement and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. (See p. 11 for further details.)

Curriculum

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students in the School are required to complete 16 courses (64 quarter hours) distributed through 4 disciplinary divisions in departments or Schools designated by the Liberal Studies Program. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (105, 106) and 8 quarter hours in World Civilizations (105, 106). These courses are to be taken in the student's freshman year or in any case begun before entering the sophomore year of studies. The College Writing and Research and World Civilizations courses must be taken concurrently. Transfer students should consult the academic advisor in the School of Education about meeting these requirements.

Fine Arts and Literature: 4 courses are required in the Departments of English, Music, Art, or Modern Languages or other departments designated by the Division. 3 Level I courses in different departments and 1 Level II course.
Philosophy and Religion: 4 courses are required in the Departments of Philosophy and Religious Studies or other departments designated by the Division, 2 Level I courses in different departments and 2 Level II courses in different departments.

Behavioral and Social Sciences: 5 courses are required in the Departments of Psychology, Sociology, Political Science, Economics, or Geography or other departments designated by the Division, 3 Level I courses in different departments and 2 Level II courses.

Natural Sciences and Mathematics: 5 courses are required in the Departments of Physics, Chemistry, Biological Sciences, Computer Science, or Mathematics or other departments designated by the Division, 3 Level I courses in different departments or a 3 course sequence in a single department and 2 Level II courses.

**Modern Language Option**

Students who wish to study a modern language, either for their own interest or for the requirements of their major field, may substitute a three course sequence in a modern language for one Level II course in any three different divisions of the Liberal Studies Program except Common Studies. Interested students should contact their program advisor for information concerning the regulations and procedures governing the exercise of the option.

**Course Reduction**

While the equivalent of 22 courses is listed above as the requirements of the Liberal Studies Program, only 20 are required because students may reduce, by two, the number of courses required in the Liberal Studies Program. Students who have not declared their major field should regard these as an exhaustive list of the Liberal Studies requirements and should elect their courses with the advice and consent of the Academic Advisor.

Students who have declared their major field should consult the distribution requirements below to determine their distribution of Liberal Studies requirements. Since Liberal Studies requirements vary from one major field to another, the student should not assume that courses which satisfy the Liberal Studies requirements for one major field satisfy the requirements for another. The student should be certain to consult the Academic Advisor before taking courses in the Liberal Studies Program. Academic advisement is an integral part of the Liberal Studies Program and necessary to the integration of the program with the requirements of the student’s major field.

**Early Childhood Education and Elementary Education Programs**

Behavioral and Social Sciences: 4 courses are required, 3 Level I courses in different departments and 1 Level II course.

Natural Sciences and Mathematics: 4 courses are required, 3 Level I courses in different departments or a three course sequence in a single department and 1 Level II course, excluding Mathematics.

**Physical Education Programs**

Behavioral and Social Sciences: 4 courses are required, 3 Level I courses in different departments and 1 Level II course.

Natural Sciences and Mathematics: 4 courses are required in the departments of Physics, Chemistry, Computer Science, or Mathematics, 3 Level I courses in different departments and 1 Level II course in these departments or in Biological Sciences.
Secondary Education Programs

Two course reduction in the division of the major field. Since Secondary Education students complete a major in a department of the College of Liberal Arts and Sciences, students should follow the pattern of course reduction established for students in that College. Consult departmental entries for a detailed description of the course reduction as applied to a particular major field. See also Page 89 of the Bulletin for information concerning the Liberal Studies requirements of the College of Liberal Arts and Sciences.

GENERAL REQUIREMENTS

Clinical Experiences

Each student seeking a degree from the School of Education must complete a supervised Clinical Experience in an appropriate setting. The Clinical Experience comprises a minimum of 100 clock hours. Completion forms must be on file prior to final approval for student teaching or an internship. Students should take care to register for the appropriate clinical experience course(s) (CU 095, or ECE 091, 092, 093, 094) only once at the regular quarterly registration.

General Education

All students in the School of Education must satisfy requirements in general education. In many cases, these can be included as part of Liberal Studies requirements. Unless otherwise indicated in the description of the program requirements, general education requirements are:
- One course in composition, grammar, or rhetoric (selected from: English 208, 300, or 301; or Communications 302) in addition to the college writing courses which are part of Common Studies (English 105 and 106).
- One course in United States Government (e.g. Political Science 120) and one course in United States History (e.g. History 346, 378, 379).
- At least one mathematics course and one laboratory science course should be included when meeting Liberal Studies requirements in Natural Sciences and Mathematics.
- Six (6) quarter hours in Health and Physical Development (selected from: Health or Physical Education PE 071, 111, 206, 302, 306 or 390; Early Childhood Education 298; or Women's Studies 230).
- One course in oral communication selected from HSC 200; Communications 211, 212 or 213.

Common Core

As indicated in the description of each program, all education students seeking state certification must take six courses in professional education, one in each of the following categories:
- Orientation to Teaching (CU 209, ECE 287, or SE 361)
- Social/Historical Foundations (CU 207)
- Philosophical Foundations (CU 380)
- Psychological Foundations (CU 338 or PE 360)
- Human Growth and Development (CU 336, 337, or PSY 303)
- Special Education (R&L 201, ECE 309 or PE 374)

Test Requirements

All students seeking State Certification must take and pass the United States and Illinois Constitution Examination. The State of Illinois also requires that a candidate for certification pass a test of basic skills and a test of subject matter knowledge. Although these tests may be taken after graduation, students are encouraged to take the Basic Skills Test before their junior year and the subject matter test in their senior year.
PROGRAM REQUIREMENTS

In addition to the General and Liberal Studies requirements listed above, each student must complete the Common Core and the requirements of one of the programs in the specific areas listed below.

I. Program in Elementary Education (EE)

This Bachelor of Science degree prepares students to teach in elementary schools (K-9). Students who plan to teach in the upper elementary grades (6-9) are advised to include additional coursework in a subject specialty.
Common Core:: CU 207, 209, 338, 380; CU 337 or Psychology 303; R&L 201.
Liberal Arts courses: LSE 201 or Sociology 212; Mathematics 110 and 111; and one additional Mathematics or Science course; Elementary Education courses: EE 281, EE 303, EE 317, EE 319, EE 324, EE 326, EE 331, EE 332, EE 342, EE 355, and EE 385.

II. Program in Physical Education (PE)

This Bachelor of Science degree allows students to choose between two concentrations, teaching or fitness management. The teaching concentration is a state approved program that qualifies students to teach in elementary and secondary schools. It is also good preparation for teaching in a recreational setting. The fitness management concentration prepares individuals interested in managing or developing fitness/exercise programs in a small business or large corporate and/or recreational settings.

Teaching Concentration

Common Core: CU 207, 209, 380; CU 337 or Psychology 303; PE 360, 374.
Liberal Arts courses: Biology 201 and 202.
Physical Education courses: 302, 303, 304, 341, 345, 351, 352, 371, 372, 378, 379, 390 and the following activity courses:
Movement Analysis I—Rhythms and Dance: PE 111, 213.
Movement Analysis II—Aquatics: one course chosen from PE 121, 122, 233.
Movement Analysis III—Gymnastics: PE 151.

Fitness Management Concentration

Common Core: CU 336, 337 or Psychology 303; PE 360, 374.
Liberal Arts/Commerce Courses: Biology 201 and 202, Management 300 and one course from: Business Law 201, Accounting 101, or Marketing 301.
Physical Education courses: 206, 302, 303, 341, 345, 351, 352, 361, 380, 390 and the following activity courses:
Movement Analysis I—Rhythms and Dance: PE 111, and one course chosen from 060 or 213.
Movement Analysis II—Aquatics: Choose one course from PE 121, 122, 233.
Movement Analysis III—Gymnastics: PE 151.
Movement Analysis IV—Team and Individual Sports: PE 071, 076, and three courses chosen from PE 065, 181, 182, 183, 185, 186, 187, 276, 277.
Programs of Study for a Minor Sequence in Physical Education

The programs outlined below are intended for the student who desires to develop a second teaching area in Physical Education.

PROGRAM A: Physical Education Minor Sequence
Theory: PE 302, 317, 341, 345
Activity: PE 111, 121, 151; and two courses from 181, 182, 183, 185, 186 or 187.

PROGRAM B: Coaching Minor Sequence
Theory: PE 302, 303, 345, 351, 352, 390, 391

PROGRAM C: Athletic Training Minor Sequence (Leading to Certification by National Athletic Training Association, N.A.T.A.)
Biology 201, 202
HE 206, 273
PE 302, 303, 351, 352, 390, 392, 393

III. Programs in Secondary Education

Programs in Secondary Education leading to the Bachelor of Arts degree and certification include English, Geography, History, Mathematics, Modern Languages, and Social Science. Programs in Secondary Education leading to a Bachelor of Science degree and certification include Biology, Chemistry, Computer Science, Mathematics, and Physics. A total of 48-60 quarter hours in the major field is required. For details concerning the completion of each major field, consult the Department offerings in this Bulletin.

Biology page 106 History page 164
Chemistry page 113 Mathematics page 186
Computer Science page 130 Modern Language page 200
English page 148 Physics page 225
Geography page 158 Social Science page 266

Common Core: SE 361; CU 207, 338, 380; CU 336, 337 or PSY 303; RSL 201
Secondary Education: SE 362, 390 and one special methods course in the teaching field.

DePaul is a member of the Chicago Secondary Teacher Education Cooperative, a group of Chicago colleges and universities which cooperate to provide services and resources to their secondary teacher education programs. Thus, students in secondary education programs may do some of their work at a neighboring institution.

IV. Programs in Early Childhood Education

Students in Early Childhood Education may choose between a Bachelor of Science degree program leading to a teaching certificate (infancy through grade 3) or a one-year, non-degree program which qualifies them to be an Early Child Care Associate in nursery schools and day-care settings.

Degree Program

Professional Education: ECE 091, ECE 092, ECE 093, ECE 094, ECE 304, ECE 281, ECE 288, ECE 290, ECE 302, ECE 294, ECE 295, ECE 296, ECE 307, ECE 298, and ECE 385; PE 111; EE 317, EE 324, and EE 331.
Certificate Program

The certificate program in Early Child Care and Development contributes to the preparation of child care workers in an institutional setting for children five years old and younger. The one-year sequence of study and experience leads to a Certificate in Early Child Care and Development. Students admitted to this program may participate as non-degree students. For those students who are later accepted as degree seeking candidates, some of the credits earned through a DePaul University Certificate in Early Child Care and Development may be applied towards credit earned for a Baccalaureate degree at DePaul University, but only by permission.

Early Child Care Courses: ECE 170, ECE 171, ECE 172, ECE 174, ECE 189, ECE 190, ECE 192, ECE 193, ECE 194, ECE 195, ECE 196.

V. Program in Music Education

The School of Music and the School of Education have cooperative programs for the preparation of teachers of vocal and instrumental music for both the Elementary and Secondary School. A Bachelor of Music degree with a teaching major in Music is awarded upon completion of the program. Complete information is contained in the School of Music Programs section of this Bulletin.

VI. Teacher Certification for College Graduates

The School of Education offers an opportunity for graduates of accredited colleges and universities to prepare for a career in teaching in Elementary and Secondary schools. Students may pursue certification through one of two options; one option combines certification with a Master's degree in Education, and the other concentrates solely on certification. Successful completion leads to a teaching certificate for the State of Illinois in the area of the student's specialization.

Candidates for the certification program must have completed an academic program that parallels the DePaul teacher education program in their selected area of content for teaching (English, History, Mathematics, etc.). Any deficiencies in general education must be cleared before a student will be permitted to complete his or her requirements in professional education. The professional education requirements are listed in this Bulletin under each area of specialization.

Students are advised that a minimum of one quarter of full-time residence will be necessary in most programs to complete the professional laboratory experiences and student teaching. No student will be permitted to student teach until all professional education courses are completed or are to be completed concurrently with student teaching. In addition, the following examinations are required for certification: Constitution of the United States and Illinois.

Special Programs

The School of Education offers the following planned sequences of courses: Coaching, Physical Education, Athletic Training, and Early Child Care and Development. For students interested in pursuing general studies in education, courses are offered exploring such relationships as the development of Western religions and education, education in literature, and the politics of education. All students are invited to enroll in these courses.

State of Illinois Certification

School of Education programs lead to state teacher certification. The State of Illinois requires that a candidate for certification pass a test of basic skills and a test of subject-matter knowledge. Certification is not automatic upon completion of a program. The student must apply. Forms and procedural information are available in the School of Education office.
ACADEMIC ADVISOR
The School of Education provides an Academic Advisor who is responsible for the initial interviewing and counseling of all undergraduate degree seeking and certification students. It is the responsibility of the Academic Advisor to assist each new student with the selection of courses for each quarter, in order to ensure academic progress toward graduation or certification in a timely fashion.

OFFICE OF TEACHER PLACEMENT
The School of Education offers placement services for its graduates. Graduating seniors desiring such services when seeking a teaching position should register with the Office of Teacher Placement.

GRADUATE PROGRAMS
The School of Education offers the following programs leading to the master's degree:
- Educational Leadership
- Curriculum Development
- Human Services and Counseling
- Reading and Learning Disabilities

Undergraduate students who have completed all the necessary course requirements for the Bachelor's Degree may enroll for courses at the graduate level. To enroll in graduate courses, undergraduate students must have the written permission of the Director of Graduate Programs.

Courses
In addition to courses offered for degree programs, the School of Education offers courses that are not required for a degree in Education or for certification but which may fulfill Liberal Studies requirements or, in any case, be useful as electives. The impact of education on history, on literature, on religious development, on socio-economic and political factors, and on science are treated in one or another of the following courses.

LIBERAL STUDIES IN EDUCATION (LSE)
These courses are open to all students in the University.

LSE 200 Education and Literature. Education leads people out of their framework of values towards a broader understanding of themselves and the communities in which they participate. This phenomenon is a central theme of many literary works. Values are imbedded in the circumstances of communities; characters choose these values, reflectively or unreflectively; these choices then have personal or communal consequences; and through these consequences the characters become better educated. In this course, students will read and critically reflect upon works which deal with this educational theme.
LSE 201 Education and Society. Education and Society examines the organization of culture, society, and human behavior within the context of education, a commonly shared experience. This examination includes the study of economic, governmental, political, legal and religious institutions as they affect education and the influence of psychological and social psychological processes on the daily and educational functions of individuals in a complex industrial society. The course is concerned with the theoretical and empirical examination of the interaction of education and society as well as with the traditions of scholarship which have led to the contemporary examination of culture, social organizations, and human behavior in the pursuit of education.

LSE 211 Ethnicity and Education. Education, whether it takes place in the home or in schools, is profoundly influenced by ethnicity. This course will deal with the implications of ethnicity for educational phenomena, as it evolves in personal and/or familial relationships and as it interacts with organization, functions, and content of formal schooling. In addition, the multi-ethnic character of American school children and of American educators will be studied in relationship to the established public school system as well as to alternative forms of education presently being developed around the nation.

LSE 250 Religion and Education in Western Culture. Education has always been an instrument employed by religious groups to transmit their world views from one generation to another. The connection between religion and education in the Western cultural tradition has thus been long and intimate. It is only in recent times that formal schooling has been divorced from religious education in many Western societies. In this course, students will examine the relationship between religion and education in the Western culture and the ways various traditions have influenced educational practice. In this respect, the course will look at the historical development of religious education and engage the student in reflections upon religious educational views and the ethical systems which stem from them leading to critical thinking and judgment. It is expected that the course will develop an understanding that religion and education are integral and complex parts of culture and society, and that the relationship of religion to education is reciprocal.

LSE 252 Intelligence, Learning, and Education. In this course, students will examine the contributions that educational and psychological theories, research, and practices have made to our understanding of the processes and function of human intelligence. Particular stress will be placed upon developing a reflective and analytical approach to societally significant perspectives and issues relating to human learning such as heredity versus environment as determiners of intelligence, the uses and abuses of intelligence testing, a critical evaluation of the pros and cons of alternative theories of learning and cognitive development, and whether convergent or divergent cognitive processes should receive primary emphasis socially and in educational settings.

LSE 253 Psychology of Sport Behavior and Athletic Performance. An examination of the psychological and social-psychological theories which have been used to understand sport behavior and athletic performance. Research on the following topics will be examined: personality, attention, anxiety and arousal, intelligence and creativity, motivation, body image and self-esteem, aggression, emotion, social facilitation, cohesion, and leadership. (Prerequisite: Psychology 105 or 106 or the equivalent.)
LSE 254 The Politics of Education. Education is the most intimate of governmental functions, affecting all children and taking the greatest share of local tax dollars. In this course, students will examine the political processes which influence American educational systems. Special emphasis will be placed on the politics of pluralism—the role which pressure groups play in shaping educational policy and in determining how resources will be allocated—as well as on the political processes involved in education decision making at the local, state, and national levels.

LSE 256 Science and Learning. Many essential learning processes parallel scientific processes. This course illustrates this connection by using twelve processes (classifying, communicating, experimenting, inferring, measuring, observing, predicting, making operational definitions, formulating hypotheses, interpreting data, controlling variables, and using number relationships) to investigate natural phenomena. These investigations develop important concepts selected from Astronomy, Biology, Chemistry, Earth Science, or Physics.

LSE 258 Education and Social Justice. A variable topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes.

LSE 260 Values and Education. Education cannot be defined with a formula that would be acceptable to all individuals in all times; thus, it inevitably must consider fundamental problems of valuation. In this course, students will examine the values which underlie educational practices. Particular emphasis will be placed on ideologies which have influenced, and still give direction to, contemporary education; but other perspectives will also be considered. As a result, students should better understand their own education and be better able to deal with fundamental educational questions on rational grounds.

LSE 376 Educational Computing. A general introduction to educational computing and to computer science. Programming projects will be carried out in Logo, a powerful yet easy to learn language that both adults and students can use to express their ideas. Class discussions and readings will emphasize how computing and Logo might fit into the school curriculum, appropriate environments for teaching about computing, and the future of educational computing in schools. Includes a laboratory in which students gain extensive hands-on computer experience. No previous computer experience is assumed.

CORE UNIT (CU)

Professional courses required in all degree programs. Social, Historical, Psychological, and Philosophical Foundations of Education.

CU 095 Clinical Experience with Children and Youth. (No Credit.) Required of all students. Observations and participation experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses.
CU 207 Social and Historical Foundations of American Education. An introduction to an understanding of the school as the formal educational institution in the American social order in terms of political, social, economic, religious, and cultural developments in selected Western countries and the United States. (Prerequisite: Sophomore standing.)

CU 209 The Psychology of Becoming an Educator. (3 or 4 quarter hours.) A survey of psychological strategies and tactics useful to the teacher in promoting effective learning and classroom management. A process oriented experience which confronts three basic elements of becoming a professional educator: 1) coming to know oneself as a person; 2) understanding the nature of role expectancies within the act of teaching and the educational settings and 3) projecting one's capacity to perform effectively as a teacher. (Prerequisite: Sophomore standing.)

CU 336 Adolescent and Adult Growth and Development. Theories of development throughout adolescence including current issues of problems and growth crises in attaining maturation. The course also includes adult and aging life span considerations.

CU 337 Human Growth and Development. A survey of the characteristics and processes of human development as viewed from the perspective of accumulated theory and research. An analysis of factors influencing positive and negative human development; relation of self-concept to behavioral academic performance; role of experience and significant others in development of identity, personality and character traits.

CU 338 The Process and Evaluation of Learning. (3 or 4 quarter hours.) An analysis of learning processes as defined by theoretical perspectives and research findings. Discussion of major theories about the nature of intelligence, motivation, emotions, and social factors affecting learning. Classroom organization, the role of teachers, and the responses of learners will be examined in the light of each respective point of view. Emphasis will also be placed on methods and techniques of educational evaluation.

CU 380 Philosophical Foundations of Education. Recognizing and understanding the ideologies behind educational systems, curricula, and goals. This course examines the principles and ideas underlying education, introduces the thoughts of influential educators and challenges the student to build his/her own philosophy of education.

CU 399 Independent Study. Education core unit.

HUMAN SERVICES AND COUNSELING (HSC)

HSC 200 Communication Strategies for Effective Human Interaction. Objectives for the course are to gain specific knowledge and understanding regarding communication skills in its broadest sense as a dynamic in human relations.

HSC 201 Introduction to Human Service Systems. This course provides an overview and general understanding of the conditions, stages, and skills involved in effective counseling and human services. It will introduce students to the specific roles and functions of professional counselors and guidance personnel in a variety of human service settings.

HSC 202 Introduction to Counseling. The objective for this course is to focus on specific counseling skills, primarily related to the individual. The course will also include main theories and models of personality and human relations development that are the basis for counseling. The models of counseling that will be used in the course will be the theories of Robert Carkhuff, Fritz Perls, Carl Rogers, and Bandler & Grinder.
ELEMENTARY EDUCATION (EE)

Courses in Bilingual/Bicultural Education are included in this listing. In the Elementary Education courses listed below—317, 319, 324, 331, 326, 355, and 381—approximately 2 clock hours of clinical activities per week are required for each four quarter hours of credit.

EE 195 Methods-Strategies in Teaching the Bilingual/Bicultural Child.

EE 203 School-Community Relations. Focuses on the roles of teachers and parents in the total education on the children. It will explore the influence of language and culture on the interaction of teachers and parents.

EE 204 Cultures in Contrast and Conflict. This course emphasizes strategies to teach culture and conflict resolution in the classroom setting. It will also compare cultures on six separate components.

EE 242 Teaching English as a Second Language. Focuses on techniques to teach English as a second language to non-English speaking children at the beginning, intermediate, and advanced levels.

EE 281 Methods: Curriculum, Instruction and Classroom Management in the Elementary School, K-9. (4 quarter hours.) In this course prospective teachers learn how to plan curriculum goals and objectives, how to select and implement a variety of teaching strategies and how to evaluate the cognitive and affective gains made by students. There is also a special focus on the selection and application of classroom management techniques which result in a well organized, achievement-oriented classroom climate. A variety of clinical experiences (role-playing, video-taping, and classroom observations) are built into the course to give students an opportunity to apply what they learn.

EE 303 Methods of Teaching Language Arts in the Elementary School. An overview of the structure of the English language with an emphasis on applications to classroom teaching.

EE 313 Bilingual Curriculum and Instruction at the Elementary Level. Focuses on curriculum utilization and the adaptation of it to the Latin child.

EE 317 Methods: Physical Education in the Elementary School. The teaching-learning process deals with movement education in elementary school physical education programs. Experiences include program planning materials, unit—daily lesson planning, observation—participation and supervised direct small group teaching. (Prerequisite: ECE or EE 281.)

EE 319 Teaching Children Music Performing, Listening, and Creating. This course offers musical experiences designed for guiding children's musical growth. Students participate in a variety of activities useful for teaching music in the elementary school such as performing on classroom instruments and the recorder, singing and dancing to songs, learning to read notation, listening to musical compositions, and creating musical works. (Prerequisite: EE 281 and MUS 101.)

EE 324 Beginning Reading Instruction. Study of the objective content and current approaches to teaching beginning reading with special emphasis on readiness, word attack skills, comprehension and reading assessment; focus will also be placed on developing activities for preschool to grade three. (Prerequisite: ECE or EE 281.)

EE 326 Methods: Teaching Reading in the Elementary Schools. Major attention given to: 1) development of the reading process, 2) techniques for developing study skills and reading comprehension in the content areas, 3) current approaches to teaching reading. Clinical activities in an assigned school two hours per week. (Prerequisite: EE 324 or permission of instructor.)

EE 327 Teaching Reading and Language Arts in the Elementary Schools with Emphasis on the Bilingual Child.
EE 331 **Beginning Mathematics and Science Instruction.** Activities, materials, methods, and theoretical principles for teaching mathematics and science in preschool and primary grades. Includes clinical observation and individualized teaching assignments. (Prerequisite EE or ECE 281 and Mathematics 110.)

EE 332 **Methods: Mathematics and Science in the Elementary School.** The objectives, content, instructional materials, and methods necessary for an effective mathematics and science program in intermediate and middle grades. Includes observation and small group teaching assignments. (Prerequisite: EE 331 or permission of instructor)

EE 335 **Psychology of Bilingualism.** This course will focus on psychological factors that affect learning such as attitudes towards language learning, self esteem, cognitive style, identity and motivation.

EE 342 **Methods: Art in the Elementary School.** Program planning, objectives for art education, methods of instruction in elementary education, and the selection and use of instructional materials.

EE 347 **Children's Literature.** Methods of developing children’s reading interest, selecting appropriate children's books. An introduction to the various types of literature for children of different ages.

EE 355 **Methods: Contemporary Teaching of Social Studies.** Materials for program development and methods of teaching Social Studies. Disciplines included are history, economics, sociology, anthropology, geography and political science. Topics included are citizenship development and values education. (Prerequisite: EE 281.)

EE 376 **Workshop for Pre-Service Teachers.** Various topics in contemporary education. See schedule for details.

EE 385 **Elementary Student Teaching and Seminar.** (12 quarter hours) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Open only to students who have applied and been accepted into student teaching. See program advisor.)

EE 399 **Independent Study.** 1 to 2 quarter hours. (Prerequisite: Permission of program counselor.)

**SECONDARY EDUCATION (SE)**

SE 301 **The Teaching of Writing.** Focus upon important aspects of a writing program and the development of strategies for teaching composition at the secondary level. Includes applications for various content areas. Topics include: the composing process; motivation and writing; editing and revising; the teaching of grammar and syntax; assessment and evaluation of writing competencies. Attention will be given to methods of teaching various types of writing—personal, narrative, expository, poetry, and correspondence. Development of a portfolio of materials and methods.


SE 339 **Teaching Science in the Secondary School.** Theories, methods, and materials for teaching and learning science in secondary schools.
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SE 349  **Teaching Modern Languages** (cross-listed as Modern Language 349). The theory and practice of teaching modern languages.

SE 361  **Orientation to Secondary Teaching as a Profession.** In this process oriented course, students engage in critical reflection on the roles and expectations of secondary educators from both institutional and community perspectives. Questions considered will include: what is an educator, what is a professional, what are the attributes of effective teachers, what do effective teachers do? Students will examine their own values and begin to develop their own philosophies about education and teaching. Includes site visits and the opportunity to participate in field experiences.

SE 362  **Methods: Curriculum and Instruction in Secondary Schools.** Materials, methods, and techniques appropriate for teaching in secondary schools. Topics include: educational goals, the development of a rationale and underlying assumptions; instructional goals and objectives; learning objectives, both cognitive and affective; classroom environment; classroom management principles and techniques; multicultural materials in various content areas; the development of appropriate methods and materials; current curriculum issues and controversies. Includes classroom observations and clinical experiences. (Prerequisite: SE 361 or permission.)

SE 376  **Workshop for Pre-Service Teachers.** Various topics in contemporary education. See schedule for details.

SE 390  **Secondary Student Teaching and Seminar.** (12 quarter hours.) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Open only to students who have applied and been accepted into student teaching. See program advisor.)

SE 399  **Independent Study.** 1 to 2 quarter hours. (Prerequisite: Permission of advisor.)

**READING AND LEARNING DISABILITIES (R/L)**

R/L 201  **Strategies for Mainstreaming.** Focus will be on the practical problems and legal issues related to the integration of exceptional children and youth into the regular classroom. The course presents a review of the impact of the law on the regular classroom teacher as related to the various exceptionalities, and the practical aspects of implementation.

R/L 307  **Correcting Reading Problems I.** Techniques appropriate to the diagnosis of reading problems in a classroom setting are presented along with methods and materials for correcting those reading difficulties. Emphasis is upon informal assessment techniques and methods of instruction that allow for the creation of individualized learning environments in a group setting.

R/L 308  **Correcting Reading Problems II.** Methods and materials appropriate to the diagnosis and remediation of reading problems. Organization of corrective reading programs in the school setting.

R/L 380  **Teaching Reading in the Content Areas.** Focusing on the special skills and problems involved in the teaching of reading in the content areas, the course also acquaints the student with both the place of content reading in the development of skilled reading and methods and techniques of improving the teaching of reading in the content areas.
R/L 382  Teaching Reading to the Disadvantaged. A consideration of the linguistics, demographic and educational factors that are believed to have a relationship to reading development in learners who are considered to be disadvantaged. A discussion of teaching methods and materials that might be appropriate for this group is also discussed.

R/L 384  Creative Methods and Materials for Teaching Reading in the Mainstreamed Classroom. Emphasis on the creative utilization of a variety of multisensory materials designed to provide specific learning goals. Teaching techniques that precede the use of materials are also discussed.

HEALTH EDUCATION (HE)

HE 206  Personal and Community Health. Community involvement in preventing disease, improving human efficiency and prolonging life. Open to all University students.

HE 273  Health and Nutrition. This course will provide students with an introductory background in nutrition throughout the lifespan. The study of foods and their effects upon health, development, and performance of the individual will be emphasized.

HE 304  The School Health Program. Discussion of health services, school environments and curriculum planning. Clinical experience will be provided. Suggested for all teacher certification students.

PHYSICAL EDUCATION (PE)

Activity courses are open to all students in the University. Students with a major or a minor in Physical Education will be evaluated on criteria that include a methods-of-teaching component, as well as experiences in teaching, leading exercises and drills, and officiating.

PE 053  Swim Conditioning. (2 quarter hours.) Instruction in competitive and noncompetitive stroke mechanics combined with the development process. (Prerequisite: Beginning swimming or instructor’s approval.)

PE 054  Skiing. (2 quarter hours.) Instruction for beginners and intermediate skiers; fundamental movements, and skiing safety.

PE 055  Tennis. (2 quarter hours.) Instruction and practice on basic patterns of movement for forehand, backhand and service skills. Knowledge of rules, etiquette, playing instructions and class competition.

PE 057  Badminton-Table Tennis. (2 quarter hours.) Analysis, instruction and practice skills, group drills, styles of offensive and defensive play, and strategy

PE 058  Beginning Judo. (2 quarter hours.) The essential holds and falls of the beginning wrestler.

PE 059  Archery. (2 quarter hours.) (Beginners.) Instruction and practice in use and care of missile weapons—bows and arrows. To include indoor shooting and tournament forms.

PE 060  Dance-exercise. (2 quarter hours.) Participation and instruction in the dynamics of body movement through a combination of dance and exercise.

PE 063  Karate I. (2 quarter hours.) Instruction and practice of different forms, striking and kicking moves, and an appreciation of a martial art.

PE 064  Karate II. (2 quarter hours.) Advanced instruction and practice of different forms, striking and kicking moves, and an appreciation of a martial art. (Prerequisite: PE 063.)

PE 065  Racquetball. (2 quarter hours.) Fundamental skills, rules, care of equipment, self testing activities, and participation in a class tournament. Limited enrollment.
PE 066  **Beginning Weight Training.** (2 quarter hours.) This course provides the student with knowledge of safe free-weight training program, stretching exercises, background of various weight programs, individual analysis of personal needs.

PE 067  **Recreational Sports.** (2 quarter hours.) Acquisition of skills in popular "carry over" sports such as bocce balls, bowling, horse-shoes, darts, and frisbee golf for use in leisure hours and later life.

PE 070  **Danceexercise II—The Workout.** (2 quarter hours.) Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise combined with dance. (Prerequisite: PE 060 or instructor's approval.)

PE 071  **Exercise and General Fitness.** (2 quarter hours.) Participation and instruction in a variety of approaches to improving overall fitness through exercise and a balanced nutrition.

PE 076  **Advanced Weight Training.** (2 quarter hours.) Advanced instruction and participation in the use of free weights and various machines for body building and weight training. (Prerequisite: PE 066 or instructor's approval.)

PE 111  **Developmental Basis of Movement and Rhythm.** (2 quarter hours.) Through lecture, film analysis, direct observation of children, and class discussion, students will gain a greater understanding of the maturational and environmental factors that affect human growth and motor development. Since this development is a process that continues throughout our lifespan, pre-natal through adult characteristics will be examined.

PE 121  **Swimming.** (2 quarter hours.) Skill analyses and development based upon individual's initial swimming level; beginning through advanced swimming. (A.R.C. classification). Introduction to skin diving skills and basic rescue and water safety.

PE 122  **Lifesaving.** (2 quarter hours.) Introduction to swim conditioning techniques as a basis for the development of advanced lifesaving skills. American Red Cross Lifeguard Training Certificate may be earned. (Prerequisite: PE 121 or swimming test.)

PE 151  **Introduction to Gymnastics.** (2 quarter hours.) Basic tumbling, stunts, apparatus, exercises, and marching skills. Emphasis on programming for the elementary school level, including mini-teaching presentations.

PE 181  **Football-Flag Football.** (2 quarter hours.) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play.

PE 182  **Volleyball.** (2 quarter hours.) Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching.

PE 183  **Soccer.** (2 quarter hours.) Offered alternate years. Development of basic skills and progressive teaching stages: fundamental stage, game-related stage, game-condition stage, and functional training to include experience in speedball and other lead-up activities.

PE 185  **Baseball-Softball.** (2 quarter hours.) Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy.

PE 186  **Track and Field.** (2 quarter hours.) Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets.

PE 187  **Basketball.** (2 quarter hours.) Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team strategy.

PE 206  **Personal and Community Health.** Community involvement in preventing disease, improving human efficiency and prolonging life. Open to all University students.

PE 211  **Ballet-Modern Dance.** (2 quarter hours.) Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography.
PE 212 Tap-Modern Jazz. (2 quarter hours.) Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography.

PE 213 Folk-Social Dance. (2 quarter hours.) Fundamentals, techniques, terms and teaching principles of both art forms. Student is introduced to basic style and basic choreography.

PE 233 Water Safety Instructors. (2 quarter hours.) Methods of teaching swimming, advanced lifesaving, and basic rescue and water safety. Instructor certificate may be earned. (Prerequisite: PE 121 or instructor's approval.)

PE 253 Gymnastics. (2 quarter hours.) Basic and intermediate skills required in Olympic gymnastics with instruction on "spotting," scoring and teaching techniques. (Prerequisite: Physical Education 151 or instructor's approval.)

PE 263 Gymnastic Techniques. (2 quarter hours.) Continuation of Physical Education 253 with primary emphasis on teaching methods and field experiences. (Prerequisite: Physical Education 253.)

PE 276 Tennis. (2 quarter hours.) Instruction and practice on basic patterns of movement of tennis skills. Knowledge of rules, etiquette, playing instructions and teaching methods for application of skills stressed.

PE 277 Golf. (2 quarter hours.) Basic patterns of movement for a controlled golf swing with woods and irons; chipping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed.

PE 302 First Aid. (2 quarter hours.) Instruction, demonstration and practice in application of basic emergency first aid skills adapted to the needs of students and teachers. American Red Cross Standard Certificate awarded for successful completion of the course.

PE 303 Athletic Injuries. Principles and techniques of prevention, recognition, treatment, care including adhesive strapping and wrapping and rehabilitation of common athletic injuries. Attention given to role of coach-trainer for emergency field procedures.

PE 304 School Health Programs. Discussion of health services, school environments, and curriculum planning. Clinical experience will be provided. Suggested for all teacher certification students.

PE 306 Women in Sport and Physical Activity. This course is designed to provide the student with an introduction to the existing literature on the female sporting experience. Specifically course content will reflect consideration of the historical, biophysical, psychological, sociological, and management dimensions that influence the behavior and performance of women in sport and physical activity.

PE 317 Methods: Physical Education in the Elementary School. The teaching-learning process deals with movement education in elementary school physical education programs. Experiences include program planning materials, unit—daily lesson planning, observation—participation and supervised direct small group teaching.

PE 341 Historical and Philosophical Foundations of Physical Education. Brief history of physical education with emphasis upon the philosophical tradition. Consideration of problems in the organization and administration of physical education programs in elementary and secondary schools.

PE 345 Management of Intramural and Interscholastic Sports. Organization and administration of intramural and interscholastic programs in the elementary school, high school, and college with special stress on the procedures for organizing various types of tournaments.

PE 351 Kinesiology. Movements of the human body. Application is made to teaching of fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. (Prerequisite: Anatomy and Physiology.)
PE 352 **Physiology of Exercise.** Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. (Prerequisite: Anatomy and Physiology.)

PE 360 **Educational Psychology and Measurement of Learning.** Statistical analysis, measures of central tendency and variability as well as correlation; standard tests of strength, motor fitness, cardio-vascular efficiency, anthropometry, body mechanics, and specific sport skills.

PE 361 **Physical Fitness Assessment and Programming.** Students will gain practical experience in appropriate exercise programming and conducting a variety of fitness tests which measure the efficiency of both the muscular and cardiovascular systems.

PE 371 **Methods and Materials for Physical Education in the Elementary School.** Objectives, instructional methods and materials, organization and administration of physical education programs in elementary schools. Laboratory experiences. (Prerequisites: Permission of Academic Advisor.)

PE 372 **Methods and Materials for Physical Education Curriculum and Instruction in the Secondary School.** The teaching-learning process deals with movement education in secondary school physical education programs. Curriculum planning, teaching methods, unit-day lesson planning. Clinical experiences include observation, participation, and integration of practical field with theoretical classroom experiences. (Prerequisites: Permission of Academic Advisor.)

PE 374 **Adapted Physical Education.** Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. (Prerequisites: Anatomy and Physiology or consent of instructor.)

PE 378 **Elementary Student Teaching in Physical Education and Seminar.** (6 quarter hours.) Five school days a week of supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Open only to students who have applied and been accepted into student teaching. See program advisor.)

PE 379 **Secondary Student Teaching in Physical Education and Seminar.** (6 quarter hours.) Five school days a week of supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Open only to students who have applied and been accepted into student teaching. See program advisor.)

PE 390 **Psycho-Social Aspects of Sport and Physical Activity.** This course is intended to provide an overview of the key philosophical and psychological concepts and theories which are applicable to athletics and physical activity.

PE 391 **Theory and Techniques of Coaching.** This course is designed to introduce areas from which basic coaching theories and techniques of various sports can be developed, to expose students to situations which place the coach in a decision making position and encourage students to examine practical problems which will influence the quality of an athletic program.

PE 392 **Advanced Athletic Training Techniques.** This is an advanced course dealing with the principles and techniques of prevention, recognition, and treatment of athletic injuries. (Prerequisite: PE 303.)
PE 393  **Therapeutic Modalities and Exercise.** (4 quarter hours) An introduction to principles and protocols for the care of athletic injuries and for the use of exercise in rehabilitation. After the modalities and exercise regimes used in the treatment of athletic injuries are discussed and demonstrated, students will be expected to demonstrate their proper use. (Prerequisite: PE 392 or permission of the instructor.)

PE 395  **Clinical Observation and Practice in Corrective Therapy.** (6 or 10 quarter hours) Lectures and practical clinical experience in corrective therapy as integrated into the Physical Medicine and Rehabilitation Service of Veterans Administration Hospital, Hines, Illinois. (Prerequisite: Senior or Graduate Standing.) Tuition fee for special students: $50.

PE 399  **Independent Study or Pre-Student Teaching Experience.** 1 or 2 quarter hours. (Prerequisite: Permission of Academic Advisor.)

**EARLY CHILDHOOD EDUCATION (ECE)**

ECE 091  **Clinical Experiences with Infants.** (1 quarter hour) Students will observe and interact with infant-toddlers (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences.

ECE 092  **Clinical Experiences with Pre-School/Toddlers.** (1 quarter hour) Students will observe and interact with pre-school children (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences.

ECE 093  **Clinical Experiences in Kindergarten.** (1 quarter hour) Students will observe and interact with kindergarten children (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences.

ECE 094  **Clinical Experiences in Primary Grades.** (1 quarter hour) Students are required to observe and interact with primary school children. (25 clock hours)

ECE 273  **Observational Studies of the Infant-Preschool Child.** (2 quarter hours) Observation and study of preschool children from 3 months to 5 years old in a day-care nursery setting. Supervised by an Early Childhood instructor and tailored to the needs of the student. The student is required to observe and do a study on an infant-preschool child to be arranged individually with the Early Child Care Program Director.

ECE 281  **Curriculum and Instruction in Primary Grades.** (3 quarter hours) This course provides an examination of the objectives, content methods and materials used in the primary grades of elementary schools. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and clinical experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will write at least one teaching unit on a primary social studies theme.

ECE 287  **Instructional Techniques Practicum for the Young Child.** Practicum on methods and problems of teaching in a preschool setting. Includes clinical experiences in culturally diverse sites.

ECE 288  **Literature for the Young Child.** This course will familiarize the student with good children's literature for the toddler through age seven. Focus will be children's picture books, along with folk and fairy tale, poetry, "beginning to read" and animated stories.
ECE 290 Child Growth and Development. Human growth and development of the child from pregnancy through school-age. The patterns of growth include physical, social and emotional development with emphasis on cognitive thinking. Theories of the young child including those of Piaget, Erikson, Bowlby, Melanie Klein, Freud, Montessori and others.

ECE 294 Programming for Creative Play and Activities. (2 quarter hours.) Students will be provided practical opportunities for devising and implementing plans and activities for young children which focus general movement abilities and motor skill acquisition. Off-campus supervised teaching experience will be an integral part of this course. (Prerequisite: PE 111 or permission of the instructor.)

ECE 295 Art and Music for Early Childhood I. (2 quarter hours.) Theory, methods and materials of art and music programs for young children, infancy through age 5.

ECE 296 Art and Music for Early Childhood II. (2 quarter hours.) Continuation of ECE 295 covering ages 5 through 8. (Prerequisite: ECE 295.)

ECE 302 Child and Family in the Urban Environment (formerly 292). The effects of the economic and societal influences of the urban environment upon the developing child and the family. Ethnicity in the urban environment and counseling skills are included. Child management programs for the family are reviewed.

ECE 298 Health and Nutrition of the Young Child. (2 quarter hours.) Physical and nutritional needs of young children and how to provide for them in early child care programs. First aid applied to the young child with the review of early childhood physical diseases included.


ECE 307 Speech and Language Development of the Young Child (formerly 297). Development of young children's speech and language including techniques and materials for use in assessing and assisting this development.

ECE 309 Study of Preschool Exceptional Child Growth and Development (formerly 289). Study and analysis of variations in the preschool child's development including creative, gifted, exceptional, handicapped and learning disabled children. (Prerequisite: ECE 290 or permission of the instructor.)

ECE 385 Elementary Student Teaching Seminar. (12 quarter hours.) Five school days a week supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. (Prerequisite: Permission of a program counselor.) Open only to DePaul students.

The following courses are only for students in the one year, non-degree program. They cannot fulfill requirements for a Bachelor's degree without special permission.

ECE 170 Practicum I in Early Child Care and Development. Supervised experience and participation in the St. Vincent DePaul Center, Park West Nursery, Lincoln Park Coop, St. Clement School kindergarten, and Lake Shore Nursery School. One month with infant and toddlers requisite. Approximately 15 hours a week including Practicum and Playroom Seminars, Monday through Friday. Practicum Seminar discusses methods and dealing with problems in working in a preschool setting. (Prerequisite: Permission of Program Director.)

ECE 171 Practicum II in Early Child Care and Development. Continuation of ECE 170. Open only to DePaul students. (Prerequisites: ECE 170 and Permission of Program Director.)
ECE 172 Practicum III in Early Child Care and Development. Continuation of ECE 170 and 171. Open only to DePaul students. (Prerequisites: ECE 170, 171 and Permission of Program Director.)

ECE 174 History and Administration of Early Childhood Education. Survey course of early childhood history, philosophy and programs. It includes principles and practices of early child care and development. It requires observation studies on children.

ECE 189 Study of Preschool Exceptional Child Growth and Development. Study and analysis of variations in the preschool child's development including creative, gifted, exceptional, handicapped and learning disabled children. (Prerequisite: ECE 190.)

ECE 190 Child Growth and Development. Human growth and development of the child from pregnancy through school-age. The patterns of growth include the physical, social and emotional development with emphasis on cognitive thinking. Theories include Piaget, Erikson, Bowlby, Melanie Klein, Freud, Montessori and other theorists regarding the young child.

ECE 192 Child and Family in the Urban Environment. The effects of the economic and societal influences of the urban environment upon the developing child and the family. Ethnicity in the urban environment is included. Child management programs for the family are reviewed.

ECE 193 Developmental Basis of Movement and Rhythm. (2 quarter hours.) Through lecture, film analysis, direct observation of children, and class discussion, students will gain a greater understanding of the maturational and environmental factors that affect human growth and motor development. Since this development is a process that continues throughout our lifespan, pre-natal through adult characteristics will be examined.

ECE 194 Programming for Creative Play and Activities II. (2 quarter hours.) Students will be provided practical opportunities for devising and implementing plans and activities for young children which focus general movement abilities and motor skill acquisition. Off-campus supervised teaching experiences will be an integral part of this course. (Prerequisite: ECE 193 or permission of the instructor.)

ECE 195 Art and Music for Early Childhood I. (2 quarter hours.) Theory, methods and materials of art and music programs for young children, infancy through age 5.

ECE 196 Art and Music for Early Childhood II. (2 quarter hours.) Continuation of ECE 195 covering ages 5 through 8. (Prerequisite: ECE 195.)

ECE 198 Health and Nutrition of the Young Child. (2 quarter hours.) Physical and nutritional needs of young children and how to provide for them in early child care programs. First aid applied to young child with the review of early childhood physical diseases included.

ECE 199 Practicum IV in Early Child Care and Development. Continuation of ECE 170, 171 and 172. Open only to DePaul Students. (Prerequisites: ECE 170, 171, 172 and Permission of Program Director.)
SCHOOL
OF
MUSIC
SCHOOL OF MUSIC ADMINISTRATION

Frederick Miller, D.M.A.
  Dean
Edward Kocher, Ph.D.
  Associate Dean
Robert Krueger, M.M. M.B.A.
  Director of Extension Services
Lawrence E. Scofield, Mus.M.
  Administrative Assistant to the Dean
Robert Shamo, Mus.M.
  Coordinator of Admissions

FACILITIES

ADMISSIONS

FINANCIAL AID

FACULTY

CURRICULUM

Bachelor of Arts
Bachelor of Music
  Performance
  Composition
  Music Education
  Jazz Studies
Bachelor of Science
  Elective Studies in Electrical Engineering
  (Recording Technology)

SAMPLE PROGRAMS/COURSES
The purpose of the School of Music is to develop each student's potential to its highest level. Recognizing that students have unique combinations of abilities, needs, and goals, the School of Music provides a series of structured and independent learning situations which will fulfill both common and individual objectives.

As a division of the University concerned with professional preparation, emphasis is placed on specific career requirements in music. A variety of courses chosen from the College of Liberal Arts and Sciences generates the liberalizing influence of a university experience. The integral place of music in a liberal education is affirmed by participation of music faculty in courses for non-music majors.

Located at Fullerton Avenue and Halsted Street on the Lincoln Park Campus, the School of Music and its student body are deeply involved in the cultural life of Chicago. Orchestra Hall, the Art Institute of Chicago, and the Lyric Opera are less than 15 minutes away by rapid-transit. DePaul's location in an active cultural center enables the School of Music to draw its faculty from professionals in the Chicago musical scene, including some twenty members of the Chicago Symphony and Chicago Lyric Opera Orchestras. Qualified students may perform with the Civic Orchestra and the Lyric Opera chorus. Many other performing and teaching opportunities are also available in the metropolitan area.

Frederick Miller, D.M.A., Dean
FACILITIES

The School of Music is housed in attractive facilities on DePaul's Lincoln Park campus. The Fine Arts Building is a three-story facility built in 1968 and contains teaching studios, ensemble rehearsal rooms, classrooms, faculty offices and a 140-seat lecture-recital hall which provides a forum for master classes, faculty and student recitals, and guest artist appearances. New modular practice facilities are located in the adjacent McGaw Building.

The Concert Hall has a seating capacity of 500 and contains a three-manual 45 rank pipe organ. The Concert Hall is the performance home of the DePaul Symphony Orchestra, the Wind Ensemble, Concert Band, and University Chorus as well as many Lincoln Park cultural events.

Students commuting to the School of Music have convenient access via the CTA's Howard Street-Englewood elevated train, the Ravenswood elevated, Lake Shore Drive, and the Edens and Kennedy Expressways. On-campus residence halls are available for resident students.

ADMISSIONS

Admission as a degree seeking student in the School of Music is contingent upon a superior high school record and successful completion of a performance audition. As a rule, entering freshmen are expected to audition before June 15th for admission the following September. Transfer students should complete their entrance audition at least six weeks prior to enrollment. Transfer students are required to validate credits earned in musicianship studies (theory, music history and literature, aural skills, and keyboard) through a placement examination prior to initial registration.

All students are encouraged to audition as early as possible to allow sufficient time for housing, scholarship, and financial aid applications. For audition requirements and a list of scheduled audition dates, contact the Coordinator of Admissions, DePaul University School of Music, 804 West Belden Avenue, Chicago, IL 60614, or call (312) 362-6844.

FINANCIAL AID

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University, 25 East Jackson, Chicago, IL 60604. Incoming freshmen may also compete for several privately funded music scholarships in the annual Music Scholarship Contest. Since the number and amount of these music awards vary each year, contact the School of Music for further information.
FACULTY

Victor Aitay, Mus.B., Lecturer, Violin
Murray Allen, Mus.M., Lecturer, Jazz Studies
Sheldon Atovskv, D.M.A., Lecturer, Composition, Musicianship
Peter Ballin, Mus.B., Lecturer, Jazz Studies
Susanne Baker, D.M., Lecturer, Class Piano
Gilda Barston, Mus.M., Lecturer, Music Education, Cello
Ross Beacraft, Mus.B., Lecturer, Trumpet, Coordinator of Brass Program
Paul Bro, Mus.M., Lecturer, Saxophone
Thomas A. Brown, Ph.D., Professor, Musicianship, Coordinator of Graduate Studies
Judith Bundra, Mus.M., Assistant Professor, Chair, Music Education
Jerome Butera, D.M.A., Lecturer, Organ
Joseph Casey, Ph.D., Associate Professor, Music Education
William Cernota, B.A., Lecturer, Cello
Mark Colby, M.M., Lecturer, Jazz Saxophone
Cliff Colnct, Ph.D., Lecturer, Jazz Studies
Larry Combs, B.M.E., Lecturer, Clarinet
Donald DeRoche, Ph.D., Associate Professor, Director of Band Organizations, Chair, Performance Studies
Julie DeRoche, Mus.B., Lecturer, Clarinet, Coordinator of Woodwind Program
Martha Farahat, Ph.D., Lecturer, Flute
George Flynn, D.M.A., Professor, Chair, Musicianship Studies and Composition
Ellen Gold, Mus.B. Lecturer, Music Education
Amy Goodman, D.M.A., Assistant Professor, Director of Choral Organizations
Bruce Grainger, Lecturer, Bassoon
Larry Gray, Lecturer, Jazz Bass
Michael Green, Lecturer, Percussion, Coordinator of Percussion Program
Norman Gulbransen, Mus.M., Lecturer, Voice
Viola Haas, Mus.M., Associate Professor Emeritus
Thomas Hardie, Mus.M., Lecturer, Voice
Stephen Hartman, Mus.M., Lecturer, Harp
B. Lynn Hebert, D.M.A., Assistant Professor, Musicianship
Mary Hickey, Mus.B. Lecturer, Flute
Linda Hirt, Mus.M., Lecturer, Piano
Hilel Kagan, Lecturer, Violin
Lloyd King, Mus.M., Lecturer, Jazz Flute
Edward Kocher, Ph.D., Associate Professor, Trombone, Euphonium, Associate Dean
Thaddeus Kozuch, Mus.M., Associate Professor Emeritus
Robert Lark M.M.E., Assistant Professor, Coordinator of Jazz Studies
Julian Leviton, Mus.M., Lecturer, Piano
Frank Mantooth, B.M., Lecturer, Jazz Studies
Mark Maxwell, Mus.M., Lecturer, Guitar
Franz Liszt Royal Academy
DePaul University
Northwestern University
University of Miami
Northwestern University
The Juilliard School
Eastman School of Music
Northwestern University
University of Wisconsin
Northwestern University
American Conservatory of Music
University of Iowa
University of Chicago
University of Miami
Northwestern University
Eastman School of Music
Northwestern University
Northwestern University
University of Chicago
Columbia University
University of Iowa
Stanford University
University of Leningrad
Roosevelt University
University of Illinois
Chicago Musical College
University of North Texas
Northwestern University
University of North Texas
Southern Methodist University
Mark McDunn, Associate Professor, Trombone, Trumpet
Paul McKee, Mus.M., Lecturer, Jazz Trombone
Manny Mendelson, Mus.M., Lecturer, Jazz Studies
Ethel Merker, Mus.M., Lecturer, French Horn
Frederick Miller, D.M.A., Professor, Dean
Robert Morgan, Mus.B., Lecturer, Oboe
Eloise Niwa, Mus.B., Lecturer, Piano
Bradley Opland, Lecturer, String Bass
Larry Novak, Lecturer, Jazz Piano
Dmitry Paperno, Mus.M., Professor, Piano
Albert Payson, Mus.B., Lecturer, Percussion
Donald Peck, Lecturer, Flute
Herman Peltke, Mus.M., Associate Professor Emeritus
Anne Perillo, Mus.M., Lecturer, Voice
Gene Pokorny, Lecturer, Tuba
Jacob Postl, Mus.M., Lecturer, Orff-Schulwerk
Akio Sasaajima, Lecturer, Jazz Guitar
Mary Sauer, Mus.M., Lecturer, Piano, Coordinator of Keyboard Program
Clara Siegel, Mus.B., Lecturer, Chamber Music, Piano
Harry Silverstein, Lecturer, Opera
Rami Solomonow, B.A., Assistant Professor, Viola
Joel Spencer, B.S., Lecturer, Jazz Percussion
Leon Stein, Ph.D., Professor Emeritus, Dean Emeritus
Mary Stoper, Mus.M., Lecturer, Flute
Robert Stone, Mus.M., Lecturer, Jazz Voice
Alan Swain, Mus.M., Lecturer, Jazz Studies
Meng-Kong Tham, Mus.M., Assistant Professor, Director of Orchestral Organizations
Gail Tremittiere, D.M., Assistant Professor, Voice, Coordinator of Voice Program
Charles Vernon, Lecturer, Trombone
Wesley Vos, Ph.D., Associate Professor, Musicianship
Robert Wessberg, Mus.M., Lecturer, Percussion
Kurt Westerberg, D.M., Assistant Professor, Composition, Musicianship
Lilian Yaross, Mus.M., Lecturer, Orff-Schulwerk
John Bruce Yeh, Mus.B., Lecturer, Clarinet
Mark Zinger, Professor, Violin

University of North Texas
Eastman School of Music
Northwestern University
University of Iowa
Indiana University
American Conservatory

University of Minnesota
Tchaikovsky State Conservatory
University of Illinois
Curtis Institute of Music
DePaul University
DePaul University

Chicago Musical College, Orff Institute
Chicago Musical College
Chicago Musical College
Northern Illinois University
University of Illinois
DePaul University
Northwestern University
University of Illinois
Northwestern University

Northwestern University
University of Michigan
Washington University
Northwestern University
DePaul University
The Juilliard School
Odessa State Conservatory
Four-year programs are offered leading to the degrees of Bachelor of Arts in Music, Bachelor of Music (with majors in performance, composition, jazz studies, and music education), and Bachelor of Science in Music (with emphasis in electrical engineering/recording technology). Programs leading to the Master of Music Degree are described in the Graduate Programs Bulletin.

Bachelor of Arts in Music

The Bachelor of Arts in Music is a non-professional degree intended for students interested in incorporating the study of music into a broad course of humanistic study. The program contains emphasis on liberal studies, and is not directed at preparing students for careers in music as performers or teachers.

LIBERAL STUDIES PROGRAM

In addition to the 16 quarter hours required in Common Studies, all students are required to complete 16 courses distributed through 4 divisions as part of their Bachelor of Arts in Music. For information concerning the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin. The number and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours as required, 8 hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

Fine Arts and Literature: 2 courses in the Departments of Art, English, or Modern Languages or other departments designated by the Division (Level I only).

Philosophy and Religion: 4 courses (2 Level I and 2 Level II).

Behavioral and Social Sciences: 5 courses (3 Level I and 2 Level II).

Natural Sciences and Mathematics: 5 courses (3 Level I and 2 Level II).

Unless a student chooses an introductory sequence in a single department, the three Level I courses must be from different departments.

Since study in the Department of Music contributes to a student's liberal education, the student should enroll only in those Level I courses in the Division of Fine Arts and Literature offered by the Departments of Art, English, or Modern Languages (or other departments designated by the Division). A significant component of a student's liberal education is the knowledge of the methods and principles of criticism as applied to compositions in art and language. Consequently, courses in the Department of Music will not be applied toward the requirements of the Division. Students cannot take Liberal Studies musicianship courses to fulfill their FA&L requirements. 24 quarter hours of a modern language (a two year sequence or its equivalent) is required, as well as 12 quarter hours of non-music electives.
DEPARTMENTAL PROGRAM REQUIREMENTS

Standard Concentration (Musicianship)
Applied Music: 16 quarter hours. (Note: The successful completion of an audition is required for registration in applied music. Contact the School of Music Admissions Coordinator.)
Ensemble: Large Ensemble (MEN 101, 121, 131, or 221). 9 quarter hours.
Conducting: MUS 300. 2 quarter hours.
Music Electives (Non-Applied, Non-Ensemble): 9 quarter hours
## SAMPLE PROGRAM – BACHELOR OF ARTS IN MUSIC

### Freshman Year

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### Sophomore Year

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### Senior Year

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</tbody>
</table>
Bachelor of Music

Programs leading to the degree of Bachelor of Music include Requirements in Liberal Studies, Core Requirements (which are the same for all Bachelor of Music majors), Elective Requirements, and Requirements in the Major (specialization).

LIBERAL STUDIES

In addition to the 16 quarter hours required in Common Studies, all students are required to enroll in 9 courses distributed through 4 divisions as part of the Bachelor of Music degree. (For further information on the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin). The particular requirements in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

Fine Arts and Literature: 2 courses are required in the Departments of Art, English, or Modern Languages or other departments designated by the Division (2 Level I courses in different departments).

Philosophy and Religion: 2 Level I courses in different departments.

Behavioral and Social Sciences: 2 Level I courses in different departments.

Natural Sciences and Mathematics: 2 Level I courses in different departments.

Level II: Each student must take one additional Level II course in any division except Fine Arts and Literature.

Modern Language Option

Music students who wish to study a modern language must take a three course sequence. One of those courses can replace the Level II Liberal Studies course, the remaining two may be taken as free electives.

CORE REQUIREMENTS

The common core includes those experiences and competencies necessary for all students in the School of Music. This component is emphasized at the freshman and sophomore levels and consists of the following: Applied Music (24 quarter hours. For voice majors the Applied Music component consists of Applied Voice-Studio, 18 quarter hours, and Applied Voice-Diction, 6 quarter hours), Musicianship Studies (36 quarter hours), Large Ensemble (9 quarter hours), Conducting (4 quarter hours), Music Electives (6 quarter hours). Musicianship Studies consist of a two-year integrated sequence in music history and literature, theory and its creative use, aural training, and group piano.

In addition, students in the School of Music must complete 12 quarter hours of Free Electives: music or non-music courses chosen in consultation with a faculty advisor.
REQUIREMENTS IN THE MAJOR

Students are admitted to a major program (specialization) on the basis of a petition. This process normally occurs between the mid-freshman and mid-sophomore years. Major requirements for each of the programs total 45 quarter hours as follows:

I. Performance

A. Keyboard Majors Applied Music
   (beyond the initial 24 hrs.)
   Accompanying class (three quarters) ........................................... 6
   Piano Pedagogy (two quarters) ................................................... 4
   Chamber Music workshop (three quarters) .................................... 6
   Piano Literature (one quarter) ................................................... 2
   Applied Music Electives ............................................................ 3

B. Voice Majors Applied Music
   (beyond the initial 24 hrs.)
   University Chorus or Chamber Choir
      (beyond the initial nine quarters)
   Interpretation of Vocal Literature (three quarters) ....................... 6
   Introduction to Vocal Pedagogy (one quarter) ................................ 3
   Techniques of the Musical Stage (two quarters) ............................ 4
   History of the Opera (one quarter) ............................................ 2
   Applied Music Electives ............................................................ 3

C. String Majors Applied Music
   (beyond the initial 24 hrs.)
   Large Ensemble
      (beyond the initial nine quarters)
   Small Ensemble ................................................................. 6
   Orchestral Repertoire for Strings I, II, III .................................. 6
   String Pedagogy I, II, III ...................................................... 6

D. Brass Majors Applied Music
   (beyond the initial 24 hrs.)
   Large Ensemble
      (beyond the initial nine quarters)
   Small Ensemble ................................................................. 6
   Brass Concepts ................................................................. 3
   Applied Music Electives ........................................................ 9

E. Percussion Majors Applied Music
   (beyond the initial 24 hrs.)
   Large Ensemble
      (beyond the initial nine quarters)
   Percussion Ensemble ........................................................... 6
   Applied Music Electives ........................................................ 12

F. Woodwinds Majors Applied Music
   (beyond the initial 24 hrs.)
   Large Ensemble
      (beyond the initial nine quarters)
   Small Ensemble ................................................................. 6
   Orchestral Repertoire ........................................................... 4
   Applied Music Electives ........................................................ 8
MUS

II. Composition

Composition (six quarters) ................................................. 21
Counterpoint (two quarters) ............................................... 8
Orchestration ........................................................................ 4
Analytical Techniques ............................................................. 4
Analytical Studies ................................................................. 4
Electronic Music ..................................................................... 4

III. Music Education

Introduction to Music Teaching .................................................. 2
Elementary Vocal-General Methods & Lab ................................... 2
Elementary Instrumental Methods & Lab ..................................... 2
Brass, Woodwind, String, and Percussion Class ......................... 4
Class Voice ............................................................................. 1
Class Guitar .............................................................................. 1
Music for Exceptional Children ................................................... 2
Music Education Electives .......................................................... 4
Instrumental Emphasis only:
  Brass, Woodwind, String, and Percussion Class (a second quarter of each) ................................................................ 4
Vocal Emphasis only:
  Choral Literature .................................................................... 2
  Junior High Vocal Methods & Lab ............................................ 2
  Secondary Vocal Methods & Lab .............................................. 2
Professional Education (including student teaching) ...................... 27
Clinical Experience with Children and Youth ............................ 0
Physical Education .................................................................... 4
English/Communications (to include one course in
  composition or one course in speech) .................................... 12
Art, Mathematics, and United States History or
  American National Government (one course each) ................. 12

Note: Specialization in music education fulfills the State of Illinois mandated requirements
  for teacher certification as a Music Specialist K-12. Some of the courses listed above may
  be chosen to fulfill Liberal Studies requirements simultaneously with those of the specialization.

IV. Jazz Studies

Essentials of Jazz I, II, III ....................................................... 6
Improvisation, I, II, III, IV ..................................................... 8
Jazz Chamber groups ............................................................... 6
Jazz Ensemble ......................................................................... 6
History of Jazz ......................................................................... 2
Business of Music .................................................................... 2
Introduction to Jazz Arranging ................................................... 2
Jazz Arranging I for Jazz Ensemble .......................................... 3
Applied Jazz Instruction ........................................................... 6
Jazz Electives ......................................................................... 4
Recital .................................................................................... 0

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# SAMPLE PROGRAM – BACHELOR OF MUSIC

<table>
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<tr>
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| **WINTER**    | **WINTER**     |
|               |               |
| Musicianship Studies | 6 | Musicianship Studies | 6 |
| Applied Music (lesson) | 4 | Applied Music (lesson) | 4 |
| Large Ensemble | 1 | Large Ensemble | 1 |
| Common Studies | 5 | Liberal Studies | 4 |
|               | **16**         |                   | **15** |

| **SPRING**    | **SPRING**     |
|               |               |
| Musicianship Studies | 6 | Musicianship Studies | 6 |
| Applied Music (lesson) | 4 | Applied Music (lesson) | 4 |
| Large Ensemble | 1 | Large Ensemble | 1 |
| Common Studies | 5 | Liberal Studies | 4 |
|               | **16**         |                   | **15** |

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| **WINTER**      | **WINTER**      |
| Music Specialization | 4 | Music Specialization | 12 |
| Liberal Studies | 4 |                       |     |
| Liberal Studies | 4 |                       |     |
| Conducting | 2 | Free Elective | 4 |
| Large Ensemble | 1 |                   | **16** |
|               | **15**         |                   |     |

| **SPRING**      | **SPRING**      |
| Music Specialization | 4 | Music Specialization | 8 |
| Music Elective | 4 | Liberal Studies | 4 |
| Liberal Studies | 4 | Free Elective | 4 |
| Conducting | 2 |                   | **16** |
| Large Ensemble | 1 |                   |     |
|               | **15**         |                   |     |
Bachelor of Science in Music

With Elective Studies in

Electrical Engineering

Recording Sound Technology

Offered in association with Universal Recording Corporation, this professional degree program prepares students for careers as recording engineers and sound technicians. The program includes requirements in Liberal Studies, Core requirements in music, requirements in the major (specialization), and electives.

LIBERAL STUDIES

In addition to the 16 quarter hours in Common Studies, all students are required to enroll in 15 courses in Fine Arts and Literature, Philosophy and Religion, Behavioral and Social Sciences, and Natural Sciences and Mathematics. (For further information on the purposes and curriculum of the Liberal Studies Program, consult page 9 of the Bulletin.) The number of courses in each division are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in College Writing and Research (107, 108, 109) and 8 quarter hours in World Civilizations (107, 108, 109).

Fine Arts and Literature: 2 courses are required in the departments of Art, English or Modern Languages or other departments designated by the Division (2 courses in different departments).

Philosophy and Religion: 2 courses.

Behavioral and Social Sciences: 2 courses.

Natural Sciences and Mathematics: 9 courses as follows:

Mathematics: 130 College Algebra; 131 Trigonometry and Elementary Functions; 150 Calculus I. Mathematics 151 Calculus I and 152 Calculus II may be substituted for 130 and 131 respectively.

Physics: 110 Basic Electronics, Principles and Techniques; 206 Sound and Acoustics; 232 Introduction to Digital Electronics; two courses chosen from 231 Linear Electric Circuits; 312 Introduction to Computer Interfacing; 331 Active Circuits; 332 Digital Integrated Circuits; 333 Electronic Communication Systems; 396 Microprocessors; 397 Computer Interfacing.

Computer Science: 110 Elements of Computer and Information Science.
CORE REQUIREMENTS

The common core includes those experiences and competencies necessary for all students in the School of Music. This component is emphasized at the freshman and sophomore levels and consists of the following: Applied Music (12 quarter hours), Musicianship Studies (36 quarter hours), Large Ensemble (9 quarter hours), Conducting (4 quarter hours), Music Electives (7 quarter hours). Musicianship Studies consist of a two-year integrated sequence in music history and literature, theory and its creative use, aural training, and group piano.

In addition, students in this program must complete 8 quarter hours of Free Electives, which may be taken in music or non-music courses chosen in consultation with a faculty advisor.

REQUIREMENTS IN THE MAJOR

Students are admitted to this major program (specialization) on the basis of a petition. This process normally occurs between the mid-freshman and mid-sophomore years. Major requirements for this program total 36 quarter hours, as follows:

- Recording Sound Technology (24 quarter hours)
- Sound Recording Practicum (6 quarter hours)
- Business of Music (2 quarter hours)
- Introduction to Electronic Music (4 quarter hours)

The Recording Technology component (REC 201, 202, 203, 301, 302, 303) consists of six consecutive quarters, normally taken in the junior and senior years. Sound Recording Practicum (REC 304, 305, 306) is normally taken in three quarters during the senior year.
# SAMPLE PROGRAM – BACHELOR OF SCIENCE

## Freshman Year

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<th>Credits</th>
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## Sophomore Year

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Courses

APPLIED MUSIC

APM 110 Baritone Horn; APM 115 Bassoon; APM 120 Clarinet; APM 125 Flute; APM 127 Guitar; APM 130 French Horn; APM 135 Oboe; APM 137 Harp; APM 140 Organ; APM 145 Percussion; APM 150 Piano; APM 155 Saxophone; APM 160 String Bass; APM 165 Trombone; APM 170 Trumpet; APM 175 Tuba; APM 180 Viola; APM 185 Violin; APM 190 Violoncello; APM 195 Voice-Studio; APM 197 Voice-Diction; APM 297 Voice-Diction; APM 350 Jazz Piano; APM 395 Jazz Voice.

Instruction in specific instruments and in voice; combination of private lessons and diction. (4 quarter hrs. each quarter.)

APM 242 Accompanying Class. (2 hrs.) Role of pianist as accompanist.

APM 243 Chamber Music Workshop. (2 hrs.) Performance class for chamber ensembles. Repertoire will include works appropriate to available ensembles.


APM 328 Orchestral Repertoire for Woodwinds. (4 hrs.) Study of standard orchestral repertoire, audition preparation, and those skills required in the professional orchestral environment.

APM 332, 333 Piano Pedagogy, I, II. (2 hrs each.) History and mechanism of the piano, pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials.

APM 335 Piano Master Class. (1 hr.)

APM 336 Voice Pedagogy. (3 hrs.) Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches: scientific, mechanistic, empirical.

APM 337 Alexander Technique. (1 hr.) Introduction to the Alexander Technique as applied to musical performance.


APM 350, 351, 352 Interpretation of Vocal Literature. (2 hrs. each.) Study and demonstration of performance practices (16th-century to present), language orientation in Italian, French, German and English; stress on performance demonstrated by students.


APM 372 Orchestral Repertoire for Brass. (3 hrs.) Study of standard orchestral repertoire.

APM 377, 378, 379 Guitar History and Literature I, II, III. (2 hrs. each.) Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries.

MUS

MUSICIANSHIP

101 The Enjoyment of Music. (4 hrs.) Developing an understanding of musical elements and forms, and how composers use them to create music. This course is not available to students in the School of Music.

272 Trends in 20th Century Art and Music. (4 hrs.) Appreciative approach to the styles of selected 20th-century artists and composers.

275 History of the Symphony. (4 hrs.) An examination of the development, literature and spirit of one of Man’s great artistic traditions.

278 Jazz History and Styles. (4 hrs.) A comprehensive study of the origins and developments of jazz, specifically concentrated on important jazz styles and performers since 1917.

Musicanship Studies: The two-year program in Musicanship Studies offers both a common theoretical and historical background for all students and a foundation for specialized courses in the student's field of concentration. The history of Western music provides the chronology and framework for an integrated and comparative approach to the study of theoretical materials and their creative use, the acquisition of music reading, writing, ear and keyboard skills, and the development of analytical facility, stylistic awareness, and repertory experience.

Freshman Year


MUS 120 Musicanship II. (4 hrs.) (Winter) Continuation and conclusion of Renaissance studies; Baroque studies, part 1. (Prerequisite: MUS 110.)

MUS 130 Musicanship III. (4 hrs.) (Spring) Continuation of Baroque studies. (Prerequisite: MUS 120.)

MUS 111-121-131 Aural Training I, II, III. (1 hr. each.) A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

Sophomore Year

MUS 210 Musicanship IV. (4 hrs.) (Autumn) Classic period. (Prerequisite: MUS 130.)

MUS 220 Musicanship V. (4 hrs.) (Winter) Romantic period. (Prerequisite: MUS 210.)

MUS 230 Musicanship VI. (4 hrs.) (Spring) Twentieth-century studies. (Prerequisite: MUS 220.)

MUS 211-221-231 Aural Training IV, V, VI. (1 hr. each.) A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

MUS 113, 123, 133, 213, 223, 233 Group Piano I, II, III, IV, V, VI. (1 hr. each.) A two-year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicanship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Each quarter is a prerequisite for the next. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 234 Introduction to Jazz Writing. (2 hrs.) Fundamentals of writing in the jazz idiom.

MUS 300 Conducting I. (2 hrs.) An introduction to conducting; rudiments of baton technique, instrumentation and score reading.
MUS 301 Conducting II. (2 hrs.) A continuation of Conducting I: concentration on style and expression; consideration of rehearsal techniques; choral conducting practices; podium experience. (Prerequisite: MUS 300.)

MUS 307 Introduction to Composition. (2 hrs.) Basic composition. Recommended as preparatory for COM 307. This course may be repeated for credit.

MUS 314 Essentials of Jazz I. (2 hrs.) Basic and advanced chord constructions in written and keyboard applications.

MUS 315 Essentials of Jazz II. (2 hrs.) Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to "play by ear."

MUS 316 Essentials of Jazz III. (2 hrs.) Improvisation with particular emphasis on the blues arranging and accompanying techniques; a survey of recent trends in popular music.

MUS 317, 318 Jazz History and Style I, II. (2 hrs. each.) An intensive study of the periods of jazz, major performers and composers, trends, influences, stylistic features and related materials.

MUS 327, 328, 329 Jazz Arranging I, II, III. (3 hrs. each.) Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing.

MUS 330 The Business of Music. (2 hrs.) A study of contracts for artists, agents, managers, and producers, and an investigation of copyrights; BMI, ASCAP, and unions.

MUS 331 Jazz Arranging and Composition IV. (3 hrs.) Further exploration of jazz harmony including substitutions, quartal voicings, modality, compositional devices, and third stream techniques.

MUS 334, 335, 336 Jazz Improvisation I, II, III. (2 hrs. each.) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. (Prerequisite: MUS 316 or consent of instructor.)

MUS 344-345-346 Jazz Improvisation IV, V, VI. (2 hrs. each.) Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction.

MUS 350 Jazz Pedagogy. A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques. (Offered 1988–1989.)

MUS 380 Piano Literature. (2 hrs.) A history of piano literature from the Baroque to the present; emphasis on the development of musical style with particular reference to significant compositions, performances and recordings.

MUS 381 History of Opera. (2 hrs.) A history of opera from the early 17th-century to the present; emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

MUS 382 History of the Symphony. (2 hrs.) A history of symphonic literature from the early 18th-century to the present; emphasis on the development of musical style with particular reference to significant compositions, musical examples, and recordings.

The following courses are concerned with the history and development of musical styles, and procedures during the respective periods, with reference to significant compositions, musical examples, and recordings.

MUS 378 Medieval Music. (2 hrs.)

MUS 379 Renaissance Music. (2 hrs.)

MUS 383 Baroque Music. (2 hrs.)
MUS 384 Classic Music. (2 hrs.)
MUS 385 Romantic Music. (2 hrs.)
MUS 386 Music Since World War II. (2 hrs.)
MUS 387 Early 20th Century Music. (2 hrs.)
MUS 388 History of Musical Instruments. (2 hrs.) A survey of the development of musical instruments from pre-historic times to the present day, with special emphasis given to the period from the Renaissance to the 20th century.

MUSIC ENSEMBLE

MEN 101 Concert Band. (1 hr.) Study and rehearsal of traditional and new band repertoire in preparation for concerts presented regularly each year.

MEN 121 University Chorus. (1 hr.) Rehearsals and performances of larger works of the choral repertoire.

MEN 131 Orchestra. (1 hr.) Study and rehearsal of traditional and new orchestra repertoire.

MEN 205 Guitar Ensemble. (1 hr.) The classic guitar as an ensemble instrument; rehearsal and performance experience in special arrangements of music from all periods.

MEN 213 Trombone Choir. (1 hr.) Study and rehearsal of trombone choir repertoire from all periods.

MEN 221 Wind Ensemble. (1 hr.) A select organization; rehearsal and performance of literature for ensembles of eight to forty players, with special emphasis on original literature for winds, from all historic periods.

MEN 231 Chamber Choir. (1 hr.) A choral ensemble of selected voices.

MEN 233 Brass Choir. (1 hr.) Study and performance of brass choir repertoire.

MEN 232 Brass Quintet. (1 hr.) Survey of Brass quintet literature from the Baroque to the present.

MEN 241 Chamber Music. (1 hr.) A practical application of performance techniques for advanced instrumentalists; repertoire adapted to the instrumentation of the class, according to the ability of the class members; public performance.

MEN 251 Saxophone Quartet. (1 hr.) Study and rehearsal of saxophone quartet literature.

MEN 261 Percussion Ensemble. (1 hr.) Ensemble playing of percussion literature; arrangements include music for percussion instruments and piano, celeste, brass, and woodwinds; workshop for original percussion arrangements.

MEN 271 Woodwind Ensemble. (1 hr.) Study and rehearsal of woodwind ensemble literature.

MEN 281 Jazz Ensemble. (1 hr.) Current performance styles for large ensemble; new arrangements and compositions emphasized; performances both on and off campus. (Prerequisite: junior standing or consent of instructor)

MEN 283 Jazz Chamber Ensemble. (1 hr.) Study, rehearsal, and performance of literature for jazz chamber groups. (Prerequisite: junior standing or consent of instructor)

MEN 285 Jazz Vocal Ensemble. (1 hr.) Study, rehearsal and performance of literature for jazz ensemble.

MEN 286 Jazz Vocal Workshop. (1 hr.) Survey of contemporary jazz and pop vocal techniques. Primary emphasis on developing jazz vocal solo and ensemble performance skills.

The following ensembles qualify as fulfilling the large ensemble requirement: MEN 101 Concert Band, MEN 121 University Chorus, MEN 131 Orchestra, MEN 221 Wind Ensemble.
COM 300 Orchestration. (4 hrs.) Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestral studies of representative works from various periods; original transcriptions for orchestral ensembles. (Prerequisite: MUS 230.)

COM 301 16th-Century Counterpoint. (4 hrs.) Species-counterpoint; melodic, formal and "harmonic" practices in Renaissance polyphony; free composition in the style; analysis and in-class performances of Renaissance music and original student compositions. Not offered 1991-92.

COM 302 18th-Century Counterpoint. (4 hrs.) Contrapuntal techniques of Bach and Handel; analysis, composition, and in-class performances of solo and ensemble works in the style.

COM 303 20th-Century Counterpoint. (4 hrs.) Exploration of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schenberg, Webern, Bartok, Hindemith and others as well as music of very recent times. (Prerequisite: MUS 230.)

COM 304 Analytical Techniques. (4 hrs.) Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods. (Prerequisite: MUS 230.)

COM 305 Analytical Studies. (4 hrs.) Use of various analytical techniques for detailed studies of selected compositions. (Prerequisite: COM 304 or equivalent.)


COM 307 Composition I. (3 hrs.) Exploration of twentieth century compositional techniques; course activities include analytical assignments as well as creative projects. (Prerequisite: MUS 230.)

COM 308 Composition II. (3 hrs.) Continuation of COM 307, with greater emphasis on creative projects.

COM 309 Composition III. (3 hrs.) Continuation of COM 308. (Prerequisite: COM 308.)

COM 310 Composition IV. (4 hrs.) Advanced composition and analysis of new trends in representative compositions; development of plans for and initial work on individual senior composition project. (Prerequisite: COM 309.)

COM 311 Composition V. (4 hrs.) Continuation of COM 310. Continued work on senior project. (Prerequisite: COM 310.)

COM 312 Composition VI. (4 hrs.) Completion of senior project. (Prerequisite: COM 311.)

MUSIC EDUCATION

MED 095 Clinical Experience with Children and Youth. (No Credit.) Required of all students. Observations and participation experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses.
The following six Methods courses include the study, discussion, demonstration, and presentation of philosophies of music education; organization, administration, and curriculum; evaluation of teaching and learning; instructional and source materials; approaches, methods and techniques; includes observation and teaching in educational settings. The laboratory class component emphasizes students' development of such teaching abilities and skills as planning, delivering, evaluating, and analyzing lessons based upon teaching approaches, methods, techniques, and materials.

MED  300 Elementary Instrumental Methods & Lab. (2 hrs.)
MED  301 Junior and Senior High Instrumental Methods & Lab. (2 hrs.)
MED  303 Elementary Vocal-General Methods & Lab. (2 hrs.)
MED  304 Junior High Vocal Methods & Lab. (2 hrs.)
MED  305 Secondary Vocal Methods & Lab. (2 hrs.)
MED  306 Introduction to Music Education. (2 hrs.)

The following group of classes concentrates on two areas: 1) fundamentals of instrumental performance—embouchure, technical skill, tone, bowing, intonation, articulation, breathing, style, musicianship; and 2) pedagogy and related information—selected solo and ensemble study and performance literature; knowledge of instrument history, care, and construction; basic goals and teaching techniques for class and individual lessons; diagnosis and solutions for typical developmental problems; investigation of source literature, materials, and recordings. Instruments studied are: Brass I—trumpet and french horn; Woodwind I—clarinet; Woodwinds III—flute; Strings I—violin and viola; Percussion I—snare drum and related percussion.

MED  101 Brass I. (1 hr.)
MED  103 Woodwinds I. (1 hr.)
MED  105 Strings I. (1 hr.)
MED  107 Percussion I. (1 hr.)
MED  109 Woodwinds III. (1 hr.)

The following courses represent a continuation of Level I classes. Instruments studied are: Brass II—low brass; Woodwind II—double reeds; Strings II—cello and bass; Percussion II—mallet instruments; Woodwinds IV—saxophones.

MED  102 Brass II. (1 hr.)
MED  104 Woodwinds II. (1 hr.)
MED  106 Strings II. (1 hr.)
MED  108 Percussion II. (1 hr.)
MED  110 Woodwinds IV. (1 hr.)
MED  121 Class Guitar. (1 hr.) Techniques of functional guitar.
MED  196 Class Voice. (1 hr.) A developmental approach to singing; class instruction in groups of 12-15 students.

MED  310 Music Education for the Exceptional Child. (2 hrs.) A survey course highlighting special education mandates which affect music educators, including profiles of various mildly handicapping conditions, alternative teaching strategies, and classroom management techniques.

MED  311 Marching Band Techniques. (2 hrs.) Basic marching techniques and movements, selection and use of music, design and charting of shows.

MED  312 Choral Development. (2 hrs.) Choral techniques and goal setting for the rehearsal, with special emphasis on stylistic considerations in the performance of the music.
MUS

MED 313, 314 Choral Literature I, II. (2 hrs. each) An examination of Choral literature appropriate to the high school chorus. Students will explore appropriate topics and present evidence of suitable research.

MED 316 Literature for Wind Organizations. (2 hrs.) A general survey of literature will be undertaken as well as specific projects related to school groups, wind chamber and ensemble organizations and concert bands. Particular emphasis will be placed on music utilizing contemporary techniques.


MED 360 Topics in Music Education. (4 hrs.) Advanced course dealing with topics of current interest or import in music education as determined by the Music Education faculty.

MED 386 Orff Workshop (Level I). (3 hrs.) Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments. Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

MED 390 Orff Workshop (Level II). (3 hrs.) Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with dorian, aeolian, phrygian modes, major and minor tonalities.

MED 391 Orff Workshop (Level III). (3 hrs.) Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 35 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.

MED 392 Student Teaching. (12 hrs.) A variety of supervised and directed experiences in the teaching of music in elementary and secondary schools. The teaching in schools is supplemented with conferences; evaluations, and seminars.

RECORDING SOUND TECHNOLOGY


REC 301, 302, 303. Recording Technology IV, V, VI. (4 hrs. each) Basic studies in electrical engineering with technological application in recording studio settings. Emphasis on peripheral gear, consoles and automation, and the synclavier.

THE THEATRE SCHOOL

FOUNDED AS
THE GOODMAN SCHOOL
OF DRAMA IN 1925

The Theatre School is a member of the League of Chicago Theatres, Illinois Arts Alliance, ASSITEJ/USA, and American Alliance for Theatre and Education (AATE).
THE

ADMINISTRATION
John Ransford Watts, Ph.D.
   Dean
John F. O'Malley, Ph.D.
   Associate Dean
John Bridges, M.A.
   Director of Administration and Assistant Dean
Leslie Shook, M.A.
   Theatre Manager
Anastasia Gonzalez
   Budget Manager
Melissa Meltzer, B.S.
   Director of Admissions
Martha Morris, B.A.
   Director of Development
Lisa A. Quinn, B.A.
   Press Representative
Caryl Givilancz
   Secretary to the Dean

FACULTY

ADMISSIONS

CURRICULUM
Acting
Costume Design
Lighting Design
Scene Design
Theatre Technology
Production Management
Costume Construction
Theatre Studies: Playwriting
   History/Criticism
   General Theatre Studies
   Theatre Management

COURSES
The Theatre School's professional training programs are intensive and focused. As a leading drama school in the United States, The Theatre School (founded as the Goodman School of Drama in 1925) functions as a conservatory. The central core of the School is an extensive program which produces more than one hundred and sixty performances for Chicago audiences each season, to more than 55,000 people. Programs of study are offered in acting, scene design, costume design, lighting design, theatre technology, and costume construction, and production management. Graduate programs in acting, directing, scene design, and costume design are also offered.

The specific objectives of the professional curriculum are to prepare the student for creative participation in any form of theatre requiring a high level of technical competence, to provide the student with the aesthetic and cultural background requisite to an understanding of his/her art and of the world in which he/she works, and to develop the specific skills and disciplines necessary for competence in the student's area of specialization.

For those interested in careers outside the areas of acting, design, or theatre technology, the School also offers a program leading to the BFA in Theatre Studies. Students in this program may select from a number of concentration options including playwriting, history/criticism, theatre management or general theatre studies.

The Theatre Studies program prepares graduates for careers in areas such as arts administration, criticism, dramatic writing, recreation and community services. By offering the student a broad range of theatre and theatre-related educational experiences, this program also provides a sound basis for concentrated graduate work in appropriate fields of study.

Each Theatre School course builds and expands upon its predecessor. When the program is complete, the student—the most important element in Thé Theatre School program—will have been exposed to the necessary artistic tools and shown their proper usage in order to realize his or her goals. In addition, liberal education requirements are incorporated into all of the School's programs so that the student may practice his/her craft with an awareness of history, literature, philosophy, and current and past cultural and social events.

John Ransford Watts, Ph.D., Dean
THE

FACILITIES

The Theatre School offices are located in the Theatre School Building, located at 2135 North Kenmore Avenue on DePaul's Lincoln Park campus. The building is minutes from downtown Chicago by elevated train, bus, or car. In addition to housing most Theatre School classes, the building provides rehearsal rooms, faculty and staff offices, design studios, and shop facilities.

The Theatre School presents two series for Chicago audiences, the Playworks (originally known as the Goodman Children's Theatre) and the Showcase Series. Until recently, these productions were done in several locations on and off the DePaul Campus. Starting in 1988-89, following the acquisition of the famous Blackstone Theatre from the Shubert Organization, all of the Theatre School's performances for the public are produced there. The Blackstone, arguably the best theatre in Chicago, is in the South Loop in the heart of the city. It offers professional standard state-of-the-art facilities to match the professional standards of the training and the productions which have been a tradition in Chicago since 1925. Both the Playworks and Showcase series have spawned such talents as Linda Hunt, Adrian Zmed, Ted Wass, Melinda Dillon, Bruce Boxleitner, Elizabeth Perkins, Joe Guzaldo, Karl Malden, Joe Mantegna, Kevin O'Connor, Kevin Anderson, Michael Rooker, John Reilly, and Casey Siemaszko, Dynya Ramikova, and Theoni Aldridge.

The Theatre School is situated in the center of Chicago's off-Loop theatre movement. Neighboring theatre and related performing arts companies include the Body Politic Theatre, Steppenwolf Theatre, Victory Gardens Theater, Organic Theater, Apollo Theater Center, Royal George Theatre, and the Halsted Street Theatre Center. The Theatre School's location and tradition make possible contact with innovative professional theatres, a resource unparalleled between the two coasts. In addition, the well-established film and television industries in Chicago offer further training possibilities.

Metropolitan Chicago, with its internationally famous Symphony and Opera, art museums, libraries, resident professional theatres, and touring theatre productions from Broadway, provides continuous opportunities for cultural growth and enrichment.

FACULTY AND STAFF

Members of the faculty and staff are highly qualified, both professionally and academically. This is in keeping with the School's concept of the dual importance of theory and practice and of producing a superior quality of instruction. The faculty is regularly supplemented by qualified working professionals.

In addition, visiting artists and professionals appear in our guest speaker series, CHICAGO LIVE: THE ARTS. Among them have been Pulitzer Prize-winning playwrights Edward Albee and David Mamet; actresses Dorothy Loudon and Jean Stapleton; Broadway stars Donna McKechnie (A CHORUS LINE) and Andre De Shields (AIN'T MISBEHAVIN'); Chicago's nationally known Steppenwolf Ensemble; actor/author Orson Bean; Shelley Winters; Oscar Award-winning actor Gene Hackman; television news personality Bill Kurtis; Chicago theatre critics Richard Christiansen and Glenna Syse; cast members from NICHOLAS NICKLEBY; comedian Shelley Berman; Obie Award-winning playwright Megan Terry; artistic directors Robert Falls (Goodman Theatre) and Gregory Mosher (Lincoln Center for the Performing Arts); alumnus Jim Ragana, singing ringmaster for Ringling Bros. and Barnum & Bailey Circus; the late Geraldine Page; actors Brian Dennehy, Peter Falk, John Mahoney and Cleavon Little; and Oscar-winning production designer Patrizia von Brandenstein.

Guest Artists who have worked closely with students in productions have been James Earl Jones, Lillian Gish, Len Cariou, Zoe Caldwell, and David William, artistic director of the Stratford Festival, Ontario. Guest workshops have been given by professional clown Steve Smith (Ringling Bros. and Barnum & Bailey Circus), stage combat experts David Boushey and James Finney; famed Japanese Kabuki actor/director Onoe Kuroemon II; musical theatre actor Carl Hall (THE WIZ). Marie Higleman of the Guthrie Theatre conducted a dye and paint work-
shop on techniques used in costume fabrication. Peter Wood, artistic director of Britain's National Theatre, taught a masters class for professional actors. Playwright Pamela Blake previewed her play BLACKBIRD as a playwright-in-residence with The Theatre School Showcase: playwright Max Bush presented his new plays AALUMAURIA: THE VOYAGE OF THE DRAGONFLY and 13 BELLS OF BOGLEWOOD as the playwright-in-residence with The Theatre School Playworks. Academy Award-winning film director and producer Peter Werner and film and television actor Ted Wass conducted intensive weekend workshops on Acting for Film and Video; and Chicago's master of comedy improvisation, Del Close (Second City and Saturday Night Live writer and comedy coach), taught a workshop to student actors in Comedy Improv.

John Ransford Watts, Ph.D., Dean
Anthony Adler, B.A., History/Criticism
Jane Alderman, B.A., Audition
David L. Avcollie, M.F.A., Acting
Jeff Bauer, M.F.A., Scene Design
Tim Brault, B.F.A., Master Carpenter
John Bridges, M.A., Director of Administration
W. Earl Brown, M.F.A. Production Coordinator
William Brown, Acting
Dennis Brozynski, B.F.A., Drawing
Linda Buchanan, Scenic Design
Bill Burnett, M.F.A., Voice and Speech
Abott Chrisman, M.F.A., History/Criticism
Patrick Church, Transportation
Varin Chutvala, Cert., Stitcher
Nan Cibula, M.F.A., Costume Design
James Clark, B.F.A., House Technician
John Culbert, M.F.A., Lighting Design
Lyllsa Fradin, B.A., Group Sales Assistant
Cal Fuller, Ph.D., Dramatic Literature
Mark Elliott, M.F.A., Musical Theatre
Judith Geichman, M.F.A., Drawing
Caryl Givelancz, Office Assistant
Anastasia Gonzalez, Budget Manager
Phyllis E. Griffin, M.F.A., Voice and Speech
Susan L. Griffith, B.S., Box Office Manager
Betsy Hamilton, B.F.A., Movement
Stephen G. Houlgate, Ph.D., Dramatic Theory
Donald W. Ilko, Ph.D., Acting
Bella Itkin, Ph.D., Acting
Jeffrey Jenkins, Movement
John Jenkins, B.A., Movement
Trudie Kessler, M.F.A., Voice and Speech
Mark Krueger, Movement
Ron Mark, M.F.A., Playwriting
Rita M. McAteer, Assistant Theatre Manager
Dawn G. McKesey, Assistant to the Costume Shop Manager
Melissa Meltzer, B.S., Director of Admissions
Janet C. Messmer, M.A., Costume Shop Manager
Martha Morris, B.A., Director of Development
Kimosha Murphy, B.A., Movement
Ric Murphy, M.A., Acting
Joseph Nieminski, B.F.A., Scene Design
John O'Malley, Ph.D., Associate Dean
James Ostholthoff, M.F.A., Acting and Directing
Richard Pettengill, M.A., History/Criticism
Lisa A. Quinn, B.F.A., Press Representative
Gerald Reynolds, Carpenter

Union Graduate School
Carnegie-Mellon
Adelphi University
Southern Methodist University
Northwestern University
Central Michigan University
Western Illinois University
The Theatre School, DePaul
American Conservatory Theatre
Art Institute of Chicago
Northwestern University
Ohio University
The Theatre School, DePaul

Bangkok Technical Institute
Yale University
Western Illinois University
New York University
Indiana University
Northwestern University
San Diego State University
Art Institute of Chicago

Goodman School of Drama
Northwestern University
University of Texas
Cambridge University
Case Western Reserve University
Western Reserve University
Pittsburgh State University
University of California, Irvine

St. Xavier College
University of Rhode Island

Northwestern University
University of Illinois, Urbana
Spring Hill College
Southern Illinois University
University of Washington
Art Institute of Chicago
Florida State University
Art Institute of Chicago
University of Chicago
University of Iowa
THE

Jana Sesow, Secretary to the Director of Development
Karen Sheridan, M.F.A., Movement
Leslie Shook, M.A., Theatre Manager
Joseph Slowik, M.F.A., Acting and Directing
Wayne W. Smith, B.F.A., Property Master
Michael Sokoloff, M.F.A., Stage Combat
Jeffrey Webb, Assistant Theatre Technical Director, Blackstone Theatre
Peter Wittrock, Voice and Speech, Acting
Frank Wukitsch, M.F.A., Technical Director
Nan Zabriskie, M.F.A., Make-up

DePaul/Goodman School of Drama
University of Illinois
Art Institute of Chicago
University of Illinois, Urbana
New York University
Southern Methodist University

Admissions

Candidates interested in admission to any of the undergraduate or graduate programs of The Theatre School should direct all inquiries to Director of Admissions, The Theatre School, DePaul University, 2135 N. Kenmore Avenue, Chicago, Illinois, 60614–4111. Telephone: (312) 362-8374 or 1-800-4DEPAUL from outside Illinois. The office will provide each candidate with the required forms and instructions for filing the application. The application packet also will provide detailed information concerning curriculum, tuition and fees, financial aid, housing, University regulations, and other pertinent information.

Acting, Design, and Technical Programs

An admission application to DePaul University, three letters of recommendation, transcripts, ACT or SAT scores, and a 2" x 2" photograph or head shot should be sent directly to The Theatre School. After all of these materials are received by The Theatre School's Director of Admissions, an audition (for students who wish to pursue acting) or an interview (for students who wish to pursue a technical or design program) is arranged. The technical and design interview includes a portfolio review. The admission decision consists of an evaluation of the candidate's academic credentials by The Theatre School's Director of Admissions and an evaluation of the candidate's audition or interview by selected faculty of the School. Applicants are notified of their admission decision by letter.

In all disciplines, The Theatre School looks for quality and is highly selective. A transfer student, regardless of hours accumulated, is placed in The Theatre School program by the faculty based on the audition/interview. Placement is usually in the first year of the program.

Students are admitted to the professional programs of The Theatre School only at the beginning of the fall quarter each September. Except in unusual circumstances, only full-time matriculating students carrying a minimum of twelve quarter hours of credit are accepted. Enrollment in each area of concentration is limited. Retention in the program is by invitation of the Dean. Each spring, students in the first and second year of each discipline are evaluated by faculty within that discipline. They and the Dean decide whether the student should be invited to return, and students are notified at the beginning of each summer of the decision. Some students are invited back under specific conditions. Students in the Design and Technical areas have an additional retention evaluation between the third and fourth years of their program. The evaluation, a professional and confidential process, looks at three key elements: student attitude, growth, and professional potential.

Theatre Studies Programs

Students interested in pursuing the Theatre Studies major should submit an admission application to DePaul University, three letters of recommendation, transcripts, ACT or SAT scores, and a 2" x 2" photograph or head shot directly to The Theatre School's Director of Admissions. No audition or interview is required, however, students are encouraged to visit the school. Transfer credit is more flexibly applied in this program, and it is therefore sometimes possible for transfer students to begin their work in any academic quarter. New freshmen will normally be accepted for the Fall Quarter only.

Since new enrollment in the Theatre Studies program is limited to 25 students per year, standards are high, and the School admits only the most qualified students. There is an an-
nual evaluation for retention based on student attitude, academic progress and professional potential.

Curriculum

Throughout the more than sixty-five years of its existence, the basic concept of The Theatre School has been intensive classroom instruction integrated with extensive production experience. All students enrolled in the professional conservatory programs have continuing opportunities for practical theatre experience in the performing company of the School and are eligible for casting or production assignments in both the Showcase and Playworks series. Students also participate in the Workshop and Introduction to Performance presentations mounted for student and faculty viewing. Advanced technical and design students fulfill technical and design assignments in all aspects of the production season. Incoming students rotate through crew work on productions. These assignments are designed to expose them to the many components of a stage production.

Theatre Studies Minor

Twenty-four hours of Theatre Studies to be distributed as follows: 104 History of Dramatic Literature, and five courses from other Theatre Studies offerings.

LIBERAL STUDIES PROGRAM

The Theatre School offers three distinct programs of study: a 3 year certificate program, a 4 year conservatory program, and a 4 year theatre studies program. Both 4 year programs are offered in conjunction with the College of Liberal Arts and Sciences and culminate in a Bachelor of Fine Arts Degree. The certificate program is offered for those students who seek, principally but not exclusively, professional preparation in the theatre arts but not the broader liberal arts preparation of the degree program. Certificate programs are offered only in acting and costume construction. The degree programs are offered for those students who seek to ground their professional preparation in a knowledge of the diverse areas of study represented by history, the behavioral and social sciences, philosophy, religion, the natural sciences, and mathematics.

In addition to theatre courses, the degree program student must complete 4 courses in the Common Studies sequence (totaling 11 quarter hours) and additional courses (40 quarter hours for conservatory students and 44 quarter hours for theatre studies students) distributed through 4 divisions in departments designated by the Liberal Studies Program. (For further information on the purposes and curriculum of the Liberal Studies Program—including a list of approved courses—consult page 9 of the Bulletin.) Satisfactory completion of the Assessment tests is required by all entering degree seeking students before beginning the Common Studies sequence. The particular requirements in each of the divisions are as follows:

Common Studies: 11 quarter hours are required, 6 in College Writing and Research (107, 108), 5 in World Civilizations (107, 108).

Fine Arts and Literature: 3 courses are required, 204, 205, 206 History of Dramatic Literature (to be taken sequentially). Theatre studies majors are additionally required to take English 120.

Philosophy and Religion: 2 courses (or 8 quarter hours) are required in the Departments of Philosophy and Religious Studies or other departments designated by the Division. 2 Level I courses in different departments.

Behavioral and Social Sciences: 3 courses (or 12 quarter hours) are required in the Departments of Psychology, Sociology, Geography, Political Science, or Economics or other departments designated by the Division. 2 Level I courses in different departments and 1 Level II course.

Natural Sciences and Mathematics: 3 courses (or 12 quarter hours) are required in the Departments of Physics, Chemistry, Biological Sciences, Computer Science, or Mathematics or other departments designated by the Division. 2 Level I courses in different departments and 1 Level II course.
Course Reduction
As a consequence of the "course reduction" feature of the program, the student may reduce, by one, the number of courses required in either the BSS or the NSM division. However, the student is encouraged to make his reduction in a division which promotes contrast in his academic program.

MAJOR FIELD REQUIREMENTS
I. Acting Concentration
(Note: The three-year certificate program in Acting is identical with the first three years of the BFA Acting concentration minus liberal studies. Additionally, the certificate student takes Audition 414, 415, 416 in the third year.)

First Year
Voice and Speech I: 131, 132, 133
Movement I: 121, 122, 123
Acting I: 111, 112, 113
Liberal Studies: 3 courses
Theatre Crew: 107, 108, 109

Second Year
History of Dramatic Literature: 104, 105, 106
Voice and Speech II: 231, 232, 233
Movement II: 221, 222, 223
Acting II: 211, 212, 213
Introduction to Performance: 261, 262, 263
Make-up: 214, 215, 216
Acting Lab: 314 (Work with directors in Directing II)
Stage Combat: 281
Liberal Studies: 3 courses

Third Year
History of Dramatic Literature: 204, 205, 206
Voice and Speech III: 331, 332, 333
Movement III: 321, 322, 323
Acting III: 311, 312, 313
Technique: 317, 318, 319
Rehearsal and Performance I: 361, 362, 363
Liberal Studies: 3 courses

Fourth Year
Acting IV: 411, 412, 413
Audition: 414, 415, 416
Advanced Scene Study: 424, 425, 426
Rehearsal & Performance II: 461, 462, 463

II. Costume Design Concentration
First Year
History of Dramatic Literature: 104, 105, 106
Drawing I: Art 107, Art 208, Art 209
Make-up: 214, 215, 216
Principles of Design: 141, 142, 143
Liberal Studies: 3 courses
Theatre Crew: 107, 108, 109

Second Year
History of Dramatic Literature: 204, 205, 206
Rendering I: 384, 385, 386
Costume Construction I: 254, 255, 256
Costume Design I: 244, 245, 246
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

**Third Year**
Costume Design II: 344, 345, 346
Drawing II: 284, 285, 286
Costume Construction II: 354, 355, 356
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

**Fourth Year**
Costume Design III: 444, 445, 446
Rendering II: 484, 485, 486
Design elective chosen from among Scene Design I: 241, 242, 243; Lighting Design I: 247, 248, 249; Scene Painting: 387, 388, 389; or other design/technical courses chosen with approval of advisor and instructor.
Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship: 471, 472, 473

**III. Lighting Design Concentration**

**First Year**
History of Dramatic Literature: 104, 105, 106
Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Liberal Studies: 3 courses
Theatre Crew: 107, 108, 109

**Second Year**
History of Dramatic Literature: 204, 205, 206
Lighting Design I: 247, 248, 249
Lighting Technology I: 240, 240, 240
Rendering I: 384, 385, 386
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

**Third Year**
Lighting Design II: 347, 348, 349
Drawing II: 284, 285, 286
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

**Fourth Year**
Lighting Design III: 447, 448, 449
Design/Technical Electives: Scene Design I: 241, 242, 243; Scene Painting: 387, 388, 389; Costume Design I: 244, 245, 246; and/or other Design/Technical courses chosen with approval of advisor and instruction.
Non-Theatre Elective: An area of concentration outside the Theatre Program will be chosen in consultation with the advisor; directed toward an area that will most help the student's design work.
Production Practice III and/or Internship: 471, 472, 473

**IV. Scene Design Concentration**

**First Year**
History of Dramatic Literature: 104, 105, 106
Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Liberal Studies: 3 courses
Theatre Crew: 107, 108, 109

Second Year
History of Dramatic Literature: 204, 205, 206
Rendering I: 384, 385, 386
Scenographic Drafting: 251, 252, 253
Scene Design I: 241, 242, 243
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

Third Year
Scene Design II: 341, 342, 343
Drawing II: 284, 285, 286
Scene Painting: 387, 388, 389
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

Fourth Year
Scene Design III: 441, 442, 443
Rendering II: 484, 485, 486
Design/Technical Elective chosen from among Costume Design I: 244, 245, 246; Lighting Design I: 247, 248, 249; Costume Construction I: 254, 255, 256; Construction & Rigging I: 257, 258, 259 and/or other design/technical courses with approval of advisor and instructor.

Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship: 471, 472, 473

V. Theatre Technology Concentration

First Year
History of Dramatic Literature: 104, 105, 106
Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Liberal Studies: 3 courses
Theatre Crew: 107, 108, 109

Second Year
History of Dramatic Literature: 204, 205, 206
Scenographic Drafting: 251, 252, 253
Construction and Rigging I: 257, 258, 259
Construction and Rigging Lab: 250, 250, 250
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

Third Year
Construction and Rigging II: 357, 358, 359
Design/Technical Elective chosen from among Lighting I: 247, 248, 249; Scene Painting: 387, 388, 389; Rendering I: 384, 385, 386; 240, 240, 240
Lighting Design Lab and/or other design/technical courses chosen with approval of advisor and instructor.
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

330
Fourth Year
Production Management Seminar: 457, 458, 459
Design/Technical Elective: same as 3rd year, upper level courses if approved: Lighting I 347, 348, 349 if both Lighting I and Lighting Lab were taken in previous year.
Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship: 471, 472, 473

VI. Production Management Concentration

First Year
History of Dramatic Literature: 104, 105, 106
Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
Liberal Studies: 3 courses
Theatre Crew: 107, 108, 109

Second Year
History of Dramatic Literature: 204, 205, 206
Lighting Design I: 247, 248, 249
Stage Management: 367, 368, 369
Production Practice: 271, 272, 273
Theatre Elective: 3 courses
Liberal Studies: 3 courses

Third Year
Scene Design II: 241, 242, 243
Production Practice II: 371, 372, 373
Elective: 3 courses (Theatre or Management)
Liberal Studies: 3 courses

Fourth Year
Costume Design I: 244, 245, 246
Production Practice III and/or internship: 471, 472, 473
Theatre Elective: 3 courses per quarter to be determined by consultation with advisor

VII. Costume Construction Certificate

First Year
History of Dramatic Literature: 104, 105, 106
Drawing I: Art 107, 208, 209
Make-up: 214, 215, 216
Principles of Design: 141, 142, 143
Costume Construction I: 254, 255, 256
Theatre Crew: 107, 108, 109

Second Year
History of Dramatic Literature: 204, 205, 206
Drawing II: 284, 285, 286
Costume Construction II: 354, 355, 356
Production Practice II: 371, 372, 373

Third Year
Costume Construction III: 454, 455, 456
Management: 200, 201
Production Practice III: 471, 472, 473
Independent Study: This course is taken in costume shop management and related to the internship. It is taken in the quarter that Management 200 or 201 is not taken.
VIII. Theatre Studies Major

All students in the Theatre Studies program must complete a Common Core of courses as follows:

Theatre Crew: 107, or 108, or 109
History of Dramatic Literature: 104, 105, 106, 204, 205, 206
Principles of Design: 141, 142, 143
Performance Workshop: 291, 292, 293
Dramatic Criticism: 324, 325, 326
Stage Management: 367, 368, 369
Directing I: 581, 582, 583

(Note: students in History/Criticism and Theatre Management take only the first quarter of Principles of Design and Directing. Additionally, Theatre Management students take only the first quarter of Stage Management.)

A. Playwriting Option

First Year
History of Dramatic Literature: 104, 105, 106
Theatre Crew: 107, or 108, or 109
Performance Workshop: 291, 292, 293
Stage Management: 367, 368, 369
Liberal Studies: 3 courses

Second Year
History of Dramatic Literature: 204, 205, 206
Principles of Design: 141, 142, 143
Performance Workshop: 291, 292
Liberal Studies: 3 courses
Elective, English 120, Elective

Third Year
Directing I: 581, 582, 583
Dramatic Criticism: 324, 325, 326
Playwriting: 327, 328, 329
New Play Workshop: 417, 418, 419
Liberal Studies: 3 courses

Fourth Year
New Play Workshop: 417, 418, 419
Playwright's Seminar: 427, 428, 429
Communication: 230, 330, 334

B. History/Criticism Option

First Year
History of Dramatic Literature: 104, 105, 106
Theatre Crew: 107, or 108, or 109
Performance Workshop: 291, 292, 923
Stage Management: 367, 368, 369
Liberal Studies: 3 courses

Second Year
History of Dramatic Literature: 204, 205, 206
Principles of Design: 141
Dramatic Theory: 224, 225
Performance Workshop: 291, 292, 293
Liberal Studies: 3 courses
English: 120, 208
Third Year
Directing I: 581
Communication: 346
Philosophy: 303
Dramatic Criticism: 324, 325, 326
New Play Workshop: 417, 418, 419
Liberal Studies: 3 courses

Fourth Year
Survey: Art, Architecture, Fashion & Furniture
Seminar: Topics in History/Criticism 424, 425, 426
English: 300, 302, 306
Philosophy: 341
2 Electives

C. Theatre Management Option

First Year
History of Dramatic Literature: 104, 105, 106
Performance Workshop: 291, 292, 293
Stage Management: 367
Theatre Crew: 107
Computer Science: 110
Mathematics: 112
Liberal Studies: 4 or 5 courses

Second Year
History of Dramatic Literature: 204, 205, 206
Principles of Design: 141
Sociology: 280
Communications: 344, 351
Accounting: 233
Drama On Stage: 200
Theatre Management Production Practice: 272, 273
Liberal Studies: 3 courses
Elective: 1 course

Third Year
Theatre Management Seminar: 301, 302, 303
Introduction to Directing: 501
Management: 228, 300, 307, 345, 353
Communications: 375
Electives: 2 courses

Fourth Year
Dramatic Criticism: 324
Electives: 3 courses
Internship:* 2 quarters

*Note: Internships are designed to meet the individual needs of the student. The internship will entail practical work in the Theatre Management field with a producing theatre company. Internships will be supervised and evaluated by the faculty of the program.
## D. General Theatre Studies Option

This is the most flexible of the Theatre Studies options. All students must complete the Common Core of Theatre Studies courses. Each student then fills out his/her program according to his/her professional or educational goals. A traditional minor is possible. What follows is a sample program, but there are a number of other possible variations.

### First Year

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### Second Year

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Courses

With the possible exception of Independent Study, and Rehearsal & Performance, and some courses in the Theatre Studies major, Theatre School courses are minimally a year in length. Course goals are realized annually rather than quarterly. The courses below are offered and registered for in a fall, winter, spring sequence.

100 World of the Theatre. Through the aesthetic analysis of plays and dramatists that were foundational in the development of dramatic literature, the student is encouraged to develop basic critical standards for the understanding and appreciation of dramatic production (4 quarter hours).

104 History of Dramatic Literature. Introduction to theatre as an institution through an historical consideration of the roles of the various artists who collaborate in its creation. (4 credit hours.)

105 History of Dramatic Literature. Students learn detailed techniques in script analysis through an investigation of playscripts from selected periods in theatre history. (4 credit hours.)

106 History of Dramatic Literature: Classical Greece and Rome. A study of the development of playscripts, the physical theatre, and means of production in ancient Greek and Roman societies. (4 credit hours.)

107, 208, 209 Drawing I. Foundational drawing for design and technical students. (2 quarter hours.)

107, 108, 109 Theatre Crew. All conservatory students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, and Workshop series. Theatre Studies students take one crew in the Autumn, Winter or Spring quarter only. (1 quarter hour.)

111, 112, 113 Acting I. Students work on basic acting skills such as developing the ability to produce free, imaginative, and purposeful behavior in relation to environments, objects, and other persons; individual silent exercises; group exercises. This work leads to inclass performances of selected scenes from a variety of American contemporary plays with special focus given to the sensory requirements in the text. (4 quarter hours.)

121, 122, 123 Movement I. Emphasis is on full body awareness in order to understand how the body works anatomically, to begin development of strength, stamina, and flexibility; to recognize appropriate and inappropriate tension and to deal with it effectively; to recognize limiting patterns of response in the self and explore ways of freeing from them. (4 credit hours.)

131, 132, 133 Voice & Speech I. Students begin work in relaxation, alignment and breathing. The development of free voice flow, resonance and articulation are explored. (4 quarter hours.)

141, 142, 143 Principles of Design. A sequence of courses for the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions. (4 quarter hours.)

151, 152, 153 Technical Drawing. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles. An understanding of basic arithmetic and geometry is prerequisite. (2 quarter hours.)

200 Drama on Stage. Through lecture, discussion, and projects, students explore the human nature of the theatrical impulse and its evolution into theatrical form. Students follow the process of a specific drama production from script to stage. (Prerequisite: English 120 or HDL 100.)

204, 205, 206 History of Dramatic Literature. Courses continued as described in 106 covering Medieval through 20th Century theatrical expression in Western Societies. (4 quarter hours.)
211, 212, 213 Acting II. Scene study work is begun. Students explore the relationship of the actor to the role by examining intention, relationship, and justification while working on scenes from contemporary plays. Emphasis is placed on developing a role throughout the play and using scenes from plays where the acting calls for the use of special skills. (3 quarter hours.)

214, 215, 216 Make-up. Basic skills of two dimensional painting as well as basic prosthetic and skin texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up. (1 quarter hour.)

221, 222, 223 Movement II. Emphasis is on developing a sense of self in space and increasing the physical choices and alternatives available to the actor through use of dynamics, tempo/rhythm, space, and flow of tension in physical action. Work continues in body awareness, building strength and flexibility. (2 credit hours.)

224, 225 Dramatic Theory. Through this course the student confronts the larger theoretical issues related to drama as both literature and theatrical experience. In reading and discussion the student is exposed to major works in dramatic theory from Aristotle to Northrop Frye. (4 quarter hours.)

231, 232, 233 Voice & Speech II. Work continues on the development and consolidation of the skills of the first year. The focus is on release and strength. Text is introduced using personal writings, poetry, prose and Shakespeare. (2 quarter hours.)

240, 240, 240 Lighting Technology. Technical and mechanical aspects of lighting. A detailed study of standard equipment, lamps, connectors, control systems, hanging positions, procedures and practices for the lighting designer. (2 quarter hours.)

241, 242, 243 Scene Design I. An introduction to the methods of scenic design with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design. (3 quarter hours.)

244, 245, 246 Costume Design I. Basic design techniques of silhouette, rendering, color layout and characterization are explored. Students will develop an approach to costume design through script interpretation, design projects and period research. (3 quarter hours.)

247, 248, 249 Lighting Design I. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light and the development of oral, written and visual communication of lighting ideas. (3 quarter hours.)

250, 250, 250 Construction & Rigging Lab. Practical experience in the use of stage hardware including the production of set pieces and props. (2 quarter hours.)

251, 252, 253 Scenographic Drafting. With an emphasis on practical work in substantial projects, students learn the organization of the technical documentation of scenery. Scenic drafting conventions are studied and applied to the comprehensive communication of a design. (2 quarter hours.)

254, 255, 256 Costume Construction I. Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes. (2 quarter hours.)

257, 258, 259 Construction & Rigging I. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware. (3 quarter hours.)

261, 262, 263 Introduction to Performance. Under the guidance of a director, all second year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes. (2 quarter hours.)
271, 272, 273 Production Practice I. Design and Technical students do practical work on planning, constructing, rigging, painting, crewing and running of productions. Areas may include scenery, costumes, lighting, or sound. Theatre Management students learn front-of-house operations through service on house crews and work in the box office and management offices of the Blackstone Theatre. Projects vary from box office sales to audience support services and production publicity. (3 or 4 quarter hours.)

281 Stage Combat. Students learn the fundamentals of hand to hand combat and weaponry with a focus on developing skills safely and effectively for the stage. (1 quarter hour.)

284, 285, 286 Drawing II. Advanced drawing, including figure drawing, for design and technical students. (2 quarter hours.)

291, 292, 293 Performance Workshop. Students work on basic performance skills through individual and group exercises in acting, voice and speech, and movement. The work culminates in in-class performances of selected scenes from a variety of American contemporary plays. (4 quarter hours.)

301, 302, 303 Theatre Management. Through theory and practice the student learns about styles of theatre administration. Topics range from company study to management of administration and strategies for board development, fund raising, marketing and promotion. (4 quarter hours.)

311, 312, 313 Acting III. Intensive work in Shakespeare and other period plays. Scene work is integrated with movement and voice classes. Each actor's work is examined critically resulting in specific exercises created to help the actor develop strengths and minimize weaknesses. (3 quarter hours.)

314, 315, 316 Acting Lab. Advanced problems in acting investigated through lectures, individual and group exercises, and student-directed projects under faculty guidance and supervision. The projects, involving scenes with special problems in styles and genres, are proposed by both students and faculty. Each piece of work receives a thorough critique. (0 quarter hours.)

317, 318, 319 Technique. An advanced level acting course which concentrates the work on carefully selected exercises, monologues, and scenes, in order to further develop physical, sensorial, and emotional skills. In preparing a role. (1 quarter hour.)

321, 322, 323 Movement III. Emphasis is on identifying changes in movement quality, exploring the effect of shape and transitions on gesture, using form and function to help define style, and exploring physical techniques that open the door to period work. Work continues in body awareness, building strength and flexibility. (2 credit hours.)

324, 325, 326 Dramatic Criticism. Through reading, lecture, discussion, and writing practicum, the student learns foundational concepts in descriptive and evaluative dramatic criticism. Topics covered range from criteria for script evaluation to expected outcomes of the theatrical experience. (4 quarter hours.)

327, 328, 329 Playwriting. A practical course in which the student writes a series of short plays centering on the basic techniques of playwriting. Selected plays are submitted to the New Play Workshop for further work. (4 quarter hours.)

331, 332, 333 Voice & Speech III. The actor's voice and personal verbal expressiveness are enriched through development of breath support, exploration of poetry and dramatic text, and through expansion of interpretive insights. Several dialects are examined and acquired, including Standard British, Cockney, Irish and American Southern. (2 credit hours.)

341, 342, 343 Scene Design II. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theatre, and the development of a design concept, are studied through projects in contrasting styles of stage designs. (3 quarter hours.)

344, 345, 346 Costume Design II. Lectures and projects in costume design for the modern drama, specifically from Realism through the 20th Century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections. (3 quarter hours.)
347, 348, 349 Lighting Design II. The implementation of lighting ideas. Practice in the trans-
lation of lighting ideas into actual designs. Light plots, lighting paperwork, the use of
equipment and the exploration of realistic lighting styles. (3 quarter hours.)

351, 352, 353 Directing. Through lecture, discussion, and performance projects, students
learn the fundamentals of the director’s craft. (4 quarter hours)

354, 355, 356 Costume Construction II. The first quarter examines classic men’s tailoring
techniques. The second and third quarters examine the history of clothing construction
with particular emphasis on periods important to the theatre. (4 quarter hours.)

357, 358, 359 Construction & Rigging II. See 257, 258, 259. (3 quarter hours.)

361, 362, 363 Rehearsal & Performance I. Advanced acting and directing students are con-
tinually involved in rehearsal and/or performance of plays in Showcase, Playworks, or
Workshop productions. These students constitute the acting company for the school.
(6 quarter hours.)

367, 368, 369 Stage Management. This course develops the skills required of the working
stage manager. Through discussion and application, students work problems of stage
management through to practical solutions. (2 quarter hours.)

371, 372, 373 Production Practice II. For all design and technical students, assignments
will be commensurate with ability and experience. (4 quarter hours.)

374, 375, 376 Directing. An introductory class in which the student is exposed to a wide
range of topics related to the craft of the director. These range from pre-production prepa-
ration, to the theatre space and composition/picturization considerations, to the actor/direc-
tor relationship. Teaching methods include lecture, discussion, and in-class projects. (4
credit hours.)

381, 382, 383 Survey: Art, Architecture, Fashion & Furniture. The styles and aesthetics
of Western European art, architecture, fashion and the decorative arts from ancient Egypt
through the first half of the 20th century are examined. Emphasis is placed on periods
and countries that are most important to the theatre. (4 quarter hours.)

384, 385, 386 Rendering I. The course consists of exercises, studies and renderings using
values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing
and painting materials, students work from gradually more complex still-life set ups, un-
der controlled lighting, and from a clipping file of research which they compile.

387, 388, 389 Scene Painting. Discussion of the formulation and handling of scene paints
and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the
realistic representation of a variety of textures and materials at scenic scale leads to
fully developed illusionistic and pictorial stage scenery. (2 quarter hours.)

399, 399, 399 Independent Study

411, 412, 413 Acting IV. This course draws upon what was taught and experienced in the
previous three years. Utilizing an ensemble approach, the class attempts to integrate
skills by focusing on acting through the use of exercises, games, discussion, and a vari-
ety of performance projects. (4 quarter hours.)

414, 415, 416 Audition. Students experience handling the range of possible audition situa-
tions. Topics include selecting and preparing materials, building a repertoire, and sight
reading. Guest professionals lecture on practical survival techniques from job hunting
to union membership. The work of the class culminates in Talent Linkage Chicago Day
when students audition for an audience of invited agents, casting directors, and direc-
tors. (2 quarter hours.)

417, 418, 419 New Play Workshop. A specialized workshop which brings together actors,
new playscripts, and playwrights. The work of the year centers on contacting the vital
life of new playscripts. The scripts—together with the playwrights—come to the school
by invitation. Techniques and attitudes necessary for the work are developed through
structured improvisation and writing exercises as well as active work with new playscripts
and playwrights.
421, 422, 433 Movement IV. Emphasis is on allowing the actor to continue to explore forms of movement that demand an expanded view of reality, and exploring the use of forms in which the voice and body come together as a complete tool for communication. Work continues in body awareness, building strength and flexibility. (2 credit hours.)

424, 425, 426 Seminar: Topics in History/Criticism. According to the expertise of faculty and the needs and interest of advanced students, this course deals variously with selected topics in theatre history and criticism. Possible subjects range from the dramaturgy of Euripides to the theatre of the absurb. (4 quarter hours.)

427, 428, 429 Playwrights’ Seminar. Advanced playwrights work on longer more complicated projects; the production values of these scripts are explored by Conservatory actors in the New Play Workshop. Prerequisite: Playwriting, New Play Workshop. (4 quarter hours.)

434, 435, 436 Advanced Scene Study. A master class in scene study taught by visiting professional actors who are also intended to act as liaison between the student and the professional world. (3 credit hours.)

441, 442, 443 Scene Design III. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of professional caliber are developed. (3 quarter hours.)

444, 445, 446 Costume Design III. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, advanced rendering techniques, developing a professional portfolio, and discussions on career planning. (3 quarter hours.)

447, 448, 449 Lighting Design III. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and background design will also be covered. (3 quarter hours.)

454, 455, 456 Costume Construction III. This course focuses on non-sewing methods of costume construction such as foam rubber shapes, fiberglass, celsatic, varaform, molding, and leather work. In addition, discussion and projects will introduce the student to the problems of estimating materials, budgeting, time budgeting, shop organization, equipment needs, etc. (4 quarter hours.)

457, 458, 459 Production Management Seminar. Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required. (3 quarter hours.)

461, 462, 463 Rehearsal & Performance II. See 361, 362, 363. (6 quarter hours.)

471, 472, 473 Production Practice III. See 371, 372, 373. For all design and technical students assignments will be commensurate with ability and experience. (7 quarter hours.)

484, 485, 486 Rendering II. An advanced continuation of 384, 385, 386. Rendering I (2 quarter hours.)
SCHOOL FOR NEW LEARNING
ADMINISTRATION

David O. Justice, M.A.
Dean
Morris Fiddler, Ph.D.
   Director, Undergraduate Program
Catherine A. Marienau, Ph.D.
   Director, Graduate Program
Mary Jane Dix, M.P.S.
   Coordinator of Administration
Joan C. Macala, M.A.
   Assistant Dean
Jeanne Larmee, M.A.
   Director, Suburban Campuses
Martha Ryan
   Coordinator for Systems and Special Projects
Donna Younger, Ph.D.
   Associate Director, Undergraduate Program
Miriam Ukeritis
   Director, Institute for Leadership of Religious Organizations

ACADEMIC ADVISORS

Elizabeth Dorsett, M.S.Ed.
Rhoda Feldman, M.A.
Susan Forster, M.A.
Diané Friese, B.A.
Gail Polansky, B.A.
Cheryl Siwek, B.A.
Kenn Skorupa, M.Ed.
Peggy St. John, M.A.

FACULTY

ADMISSION

DEGREE PROCESS STEPS

COMPETENCE AREAS

COURSES
School For New Learning

The School for New Learning is DePaul's alternative college for adult learners who are at least 24 years of age. It offers both a Bachelor of Arts and a Master of Arts degree for students who wish to take initiative in setting their own educational goals and designing their programs of learning.

The SNL degree programs are designed to help adult students attain and demonstrate competence in specific areas of understanding and skill that are characteristic of educated persons. At the Bachelor's level, the SNL student must demonstrate 50 competences in the social sciences, physical sciences, humanities, fine arts, lifelong-learning (such as communication, research, critical thinking, decision-making) and in a specialized focus area. A consistent theme through both degree programs is the development of skills in independent inquiry, research, and reflection. Each student works with a faculty mentor and a professional advisor to determine competences already mastered and to plan a program for learning the remaining competences. Students may fulfill competences in a variety of ways, including demonstrating learning from previous experience, doing coursework in SNL or other accredited colleges, and undertaking independent learning projects.

Courses at SNL are offered in the evening or on weekends. These courses, designed with the adult learner in mind, are offered by a talented and diverse group of experienced teachers, scholars, practitioners and performers. Students are expected to participate actively in courses and to discover applications for the knowledge and skill gained.

The SNL learning process is designed to help students assess their own potential, set realistic goals, and select learning activities that are compatible with their style of learning and life situations.

SNL courses may be used toward SNL degree requirements or for credit at DePaul or another college or university. Individuals 24 years of age or older may also enroll in SNL courses without seeking a B.A. degree.

Information sessions describing the program in greater detail are held regularly at DePaul's Loop, O'Hare, and Oak Brook campuses. For specific dates and times contact:

David O. Justic, M.A., Dean
SNL

Loop Campus
Seventh Floor, Administration Center
243 S. Wabash
Chicago, Illinois 60604
312/362-8001

O'Hare Campus
Second Floor
3166 River Road
Des Plaines, Illinois 60018
708/296-5348
312/362-5354

Oak Brook Campus Suite 200
Two Westbrook Corporate Center
Westchester, Illinois 60154
708/562-2020
312/362-8873

FACULTY

Marisa Alichea, Ph.D., Assistant Professor
Donna Agee, Ed.D Assistant Professor
Morry Fiddler, Ph.D., Associate Professor
Beverly Firestone, M.A., Assistant Professor
Renee Gilbert-Levin, M.A., Assistant Professor
Edward Harris, Ph.D., Associate Professor
Mechthild Hart, Ph.D., Assistant Professor
Deborah Holton, Ph.D., Assistant Professor
David O. Justice, M.A., Associate Professor and Dean
Jean Knoll, Ph.D., Assistant Professor
Betta Lo Sardo, M.A. Instructor
Catherine Marienau, Ph.D., Associate Professor
John Rury, Ph.D., Associate Professor
Patrick Ryan, M.A., M.Ed., Instructor
Warren Scheideman, B.A., Instructor
David Shallenberger, Ph.D. Assistant Professor
Ann Stanford, Ph.D., Assistant Professor
Phyllis Walden, Ph.D., Associate Professor

Northwestern University
Memphis State University
University of Minnesota
University of Michigan
Cornell University
University of Massachusetts at Amherst
Indiana University
Univ. of Wisconsin-Madison
Indiana University
University of Chicago
Middlebury College
University of Minnesota
University of Wisconsin
Illinois Institute of Technology
North Central College
The Fielding Institute
University of North Carolina
University of Missouri

ADMISSIONS

All persons seeking admission to SNL must complete a Discovery Workshop (described below under "Bachelor of Arts Degree Steps") prior to undertaking the formal admissions procedures. Following the workshop, applicants submit written application materials which specify their career and educational goals and which demonstrate understanding of the SNL program. Prior to acceptance, each applicant meets individually with an SNL staff person to discuss learning goals and to clarify issues about the SNL learning process.

BACHELOR OF ARTS DEGREE STEPS

Six sequential degree steps are the core of the SNL learning experience, providing the tools necessary for self-directed learning. The degree steps are mandatory for each B.A. candidate; however, each student may proceed through the sequence at her or his own pace.

Discovery Workshop

The Discovery Workshop is designed to help adults make educational decisions in the context of their career and personal goals. Topics include assessment of skills, interests, learning style, educational and career goals, review of the philosophy and competence framework of SNL, and the formulation of concrete individual plans for pursuing education.
Foundations of New Learning

In this course, students explore the foundations of a liberal education, examine ways of learning from experience, receive an assessment of their writing and reasoning abilities, articulate educational goals and objectives, develop evidence of prior learning, and plan ways to fulfill remaining program requirements. At the completion of the course, the student has written a learning plan, identified a major area of inquiry, and acquired an academic committee (faculty mentor and a professional advisor) who will advise the student through the rest of his or her program, including the externship and major piece of work.

Major Seminar

This seminar advances the development of critical thinking and explores methods of formal inquiry as preparation for the student's externship and major piece of work.

Externship

For the externship, the student plans and executes an independent learning project which engages him/her in learning under new conditions and in reflecting on the methods of independent learning.

Major Piece of Work

The major piece of work is a problem-solving experience which represents the culmination of a student's learning in a specific area. The student designs and executes an independent project which demonstrates the integration of theory and practice, and the ability to pursue an avenue of inquiry with excellence.

Summit Seminar

After completing their learning programs to the satisfaction of their academic committee, students gather to evaluate their total learning experiences in the program, to examine their skills and attitudes as lifelong learners, and to set new goals for learning.

COMPETENCE AREAS

The curriculum of SNL is organized around the knowledge, skills, and abilities that describe an educated adult in contemporary society. The undergraduate program is defined by a framework of 50 competences grouped in five domains. The various statements of competence are designed to describe the outcomes of a liberal education; all student work, including prior learning, degree steps and courses, is directed toward accomplishing one or more of the required competences. SNL courses are specifically designed to teach competences. For most students, they are an efficient way to achieve competence within the SNL program.

World of Work (WW)

This domain encompasses the knowledge, abilities, and values associated with career, vocation, or educational specialization goals. Students may focus their competence in the World of Work on preparing for graduate or professional school or on attaining greater depth of learning in a particular area of specialization.

Competence in the World of Work (WW) domain is often attained through work experience from participation in training programs, through internships and guided study, and through specialized courses of instruction, study, reading, or reflection.
Human Community (HC)

The domain encompasses the knowledge, abilities, and values associated with human relations and communications between individuals and within and among organizations, institutions, states, economic systems, and history.

Competence in the Human Community (HC) domain is often attained through coursework in the social sciences, including anthropology, economics, history, and psychology. HC competence may also be attained through participation in civic and social groups and/or organizations, and reflection on the characteristics of human communities: what they are and how they behave.

Physical World (PW)

This domain encompasses the knowledge, abilities, and values associated with the world of things: technologies, physical and natural sciences, and symbolic systems for describing and managing the physical world.

Competence in the Physical World (PW) domain is often attained through coursework in the physical sciences, including biology, computer science, environmental studies, geography, and mathematics. PW competence is also attained through work in scientific and technological fields.

Arts of Living (AL)

This domain encompasses the knowledge, abilities, and values that enhance the quality of one's life and the lives of others.

Competence in the Arts of Living (AL) domain is often attained through coursework in fine arts, literature and philosophy. AL competence is also attained through participation in the arts, in leisure time activities and through readings and reflection about quality-of-life issues.

Lifelong Learning (LL)

This domain encompasses the knowledge, abilities, and values associated with the continuum of learning. It includes fundamental skills of reading, writing, speaking, and listening, as well as the complex abilities of goal-setting, decision-making, and evaluation.

Lifelong Learning (LL) competences are acquired through all areas of human endeavor. These competences are certified by each student's committee upon completion of the required Degree Steps.

Courses

Courses in the School for New Learning are designed for adult learners, 24 years of age and older. SNL courses are multi-disciplinary, and designed around problems, issues, or themes. The curriculum evolves from year-to-year to reflect the interests and needs of students.

The following courses are illustrative of SNL offerings in each of the four domains of the liberal education program. Approximately 70 courses are offered through SNL each quarter. Most may be taken for either one or two competences (two or four credit hours). For a listing of 1989-90 courses, consult the SNL Course Guide which is available through the SNL office (7th Floor, Administration Center) or by calling 362-8001.
WORLD OF WORK

WW 208 Managing a Career Change. In this workshop, students should gain a clear sense of the match between their career goals and lifestyles as preparation for career change. This weekend workshop will help students by teaching them how to do effective self-assessment and presentation, choose their desired work environment, use employment agencies, successfully negotiate an employment interview, write resumes, and generally improve their chances of obtaining a desired position.

WW 227 Management: Creating Results Through Others. Many individuals aspire to or find themselves thrust into management positions without the necessary training to handle the challenge of managing others. Using organization and management theory as a basis for exploration, students will investigate the role, skills, and objectives of a successful manager. This course is focused on the needs of the new or middle manager and includes problem solving experiences designed to develop individual knowledge and skill in practical application of management theory. Students will tackle problems related to planning, implementing, controlling, and evaluating projects with a particular emphasis on staffing and guidelines for staffing for results.

WW 236 Direct Marketing Methods. Direct marketing today is more than mailed brochures. It involves newspapers, magazines, television, and telemarketing. In this 5-week course, students will become familiar with direct marketing concepts and methods. Sample advertisements will be analyzed to identify direct techniques that are effective. Students will learn the language of direct marketing and will develop skills through in-class exercises.

WW 243 Group Interaction: Process and Task. Groups are more than a collection of individuals. To be effective, they have to be as concerned about how they operate (process) as they are about what they accomplish (their task). On that premise, and within the context of groups as planners, problem-solvers, and decision-makers, roles and relationships among group members will be identified and clarified. Role playing and reference to student experiences will be used as reality anchors for reviewing small group theory. Assigned readings and selected handouts will also be used as discussion provokers.

WW 290 Disciplines of Finance. In this course students will learn practical application of the fundamentals for making financial and investment decisions. Students will work with cases and problems drawn from business experience. They will work with economic and philosophical theory, as well as economical data, and learn to understand such concepts as supply and demand, competition and monopoly, and the money supply. Students will become familiar with financial information, learn how to assess financial risks and rewards, and become conversant with the terms, symbols, and abbreviations that are used in current business publications.

HUMAN COMMUNITY

HCO 271 Women’s Psychosocial Development. Women and men today face major challenges in adapting to and balancing changing roles in work and family contexts. This course is designed to examine two essential aspects of adulthood—love and work—through the lens of women’s development. We will consider life patterns and psychological development in the context of changing social climates. Women have a psychological and cultural history that is different from men; yet, often women are judged as falling to meet male standards of maturity and mastery. This course questions the relevance of male models of adult development for women and explores new theories that speak to the changing realities of women’s and men’s lives. This course draws heavily on students’ own life experiences and observations, as well as on the scholarly and popular literature. Students demonstrate competence through class participation, a journal, and contributions to living problem cases in collaboration with other students.
HCO 283 Managing Transition and Change. While change often appears to be out of our personal control, imposed by people or time, transition, the movement from one condition or situation to the new condition or situation is within our control. This class will examine the theory of change as it has evolved from the biological and social sciences. Exercises, discussions, and readings will be used to help students increase their awareness of the types of change and the stages of transition, their understanding of the positive and negative forces of human resistance to change, and their ability to attend to key human and organizational factors during transition.

HCO 292 The Art and Skill of Negotiations. We do it on an almost continual basis; some of us do it better than others. The success of an effective negotiation may be measured in satisfaction, in dollars, in the opportunity to return and do it again. Interest in the ability to negotiate is growing as the complexity of our lives is increasing. The good negotiator rarely "shoots from the hip"—there are theories and sound practices that contribute to the artful resolution of conflict. Students will engage in exercises, discussion, readings, and negotiation sessions. Models of effective negotiating approaches, theories of communication and strategies for problem resolution will be explored and tested as skills are developed.

MCO 297 Gender, Work and Family. This course will examine the impact of gender in the workplace and at home from a systems perspective. Students will look at individual assumptions about sex roles in general, and within those two contexts, specifically. Topics include: power and supportive relationships within organizations and families; economic interchanges in work and family systems; and societal changes and an individual's ability to direct and facilitate those changes.

ARTS OF LIVING

AOL 206 Ideas and Images. What makes an idea creative? What is an image? The purpose of this course is to explore the creative process, primarily that of the students in the class. Students will draw, write, and do theater improvisation. As a touchstone, they will explore the creative thinking of the abstract artist, Wassily Kandinsky. The class will visit the Art Institute and see Kandinsky's work from different perspectives. At the end of the course students will put together a book of their writings and drawings. Students do not have to be good at writing, drawing, or acting to enter the class, but they must be willing to try new things.

AOL 266 Ethical Decision Making. Ethical decisions are often difficult to make, not because there are no right choices, but because there may be several right choices. This course will go beyond WHAT is right or wrong to examine WHY we say something is right or wrong. In the first part of the course, students will gain the intellectual tools and insights to lay bare their own reasoning processes and those of others. In the second part of the course, students will apply these tools to a consideration of the ethical issues raised by the high technology of current health care.

AOL 276 Creative Ink—the Art of Writing. Writing is one of the supreme ways people can learn about themselves and the intricate worlds that surround them. Not only is writing, in its creative moments, a path of deep communication and expression, but it is a primary medium for observation, advanced thinking, and the unleashed imagination. This course will carry students through a series of creative writing experiments aimed at stimulating their imaginations and discovering their literate voices. Students will be exposed to a variety of techniques for story writing, poetry, lyrics, scripts, and avant garde experiments. In addition, students may work on a longer project of their choice. The course will combine in-class group writing and critical sessions, and individual consultation with the instructor for personal development. Students will also learn how to find outlets for their completed creative work.
THE PHYSICAL WORLD

PWO 213 The Human Body: In Health and Disease. This course will examine the cardiovascular, muscular, and energy systems of the human body and their relation to proper functioning in health, exercise, and abnormal states. Students will develop an understanding of the interrelationships between nutrition and proper exercise training toward a holistic approach to human wellness. Principles and theories of physiology, kinesiology and nutrition will be developed and applied.

PWO 243 Strategic Planning: Health Care Organizations. This course is designed to provide an understanding of the interface between strategic planning and marketing as related to health care organizations, and an examination of the skills needed to effectively interface these disciplines at each level of strategy development, implementation, and evaluation. The integration of planning and marketing approaches in determining the future course of the institution's activities provides a substantial benefit compared with either approach taken in isolation. The fundamentals and elements of strategic planning for application to all types of health care institutions will be explored. Techniques in analyzing competition and how to assess changes in the health care industry will also be addressed. Basic analytical tools for dealing with rapid change and the relationship of strategy to operational planning and to the overall management process will be examined.

PWO 250 Issues in Genetics. The rapid increase of detailed information regarding mechanisms of heredity along with the development of technologies to manipulate genetic processes have many ethical, legal, social, medical, and personal ramifications. This course will provide an understanding of advances in genetics. Learning first to view science as a process and not a mere collection of complex data, students will learn to address some of the current issues in genetics research and technology. A major focus will be the concept of health and the variety of models, including some out of the study of genetics which guide health care. Another theme will be the rights of individuals compared with those of society. These rights may conflict, for example, when the possibility of transmitting mental retardation is met with a proposal for birth control.

PWO 260 World Futures. What will our society be like in the year 2000? In 2025? What trends are already in place that can help us predict this? What would you like to see in the world of the future? What would it take to make that happen? Participants will explore, examine, and evaluate current social and environmental trends, and will employ the techniques of "future forecasting" to predict and design an alternative society. They will present documented opinions, debate alternatives, and will create the rules, social institutions, structures, and philosophies for a future world. Some of the topics will include: the changing population; the shifting financial services industry; the impact of technology; and education—for what purpose?
FACULTY DESIGNED INDEPENDENT STUDIES

(Not open to non-degree seeking students)

**CIN 253 Investigating City Hall.** Each student will devise an investigative field project designed to explore, analyze, and understand a specific or related group of functions in the local, state, or federal government as it functions in and around Chicago. The focus is on field investigation, interviews and research into how and why government operates as it does, or to explain how social factors such as race, ethnicity, nationality, class, age, sex, or religion determine the operation of government, the formation of policy, or the solution of social problems or issues. Projects might range from how does the park department operate in my precinct to following the election of a congressional representative. A chronology of your investigation and a summary of your findings will be the final product of your efforts. It might even be the beginning of a news story.

**CIN 261 The Graying of America: The Biological Dimensions of Growing Older.** Aging and its accompanying biological processes (including the ultimate passage of death) are part of all life. A variety of experiences and disciplines can be used to focus on this process. This study, though not created or executed in a vacuum, will focus on the biological processes of aging. Even though many of these aspects deal with loss there still exist change and growth. Knowledge also provides a certain kind of power, or at least readiness, to deal with such changes and to maximize their potential. This study will involve a variety of learning techniques that will enable the learner to grasp some of the dimensions of this process.

**CIN 274 Managerial Leadership: Theory & Practice.** Exploring the pros and cons of that contention are the basis of this study. The questions they pose are: what is effective managerial leadership; where does it come from; and how can it be developed? And how can effective leadership in the workplace be measured? Students will be expected to explore the major theories of managerial leadership and be able to relate them to organizational effectiveness. Besides researching the literature, students will be encouraged to relate theory to practice by interviewing managers and leaders or in some other way rooting their theoretical understanding in the workplace. To evidence competence, students will be expected to produce either some form of data and a description of how and why they gathered it and what conclusions they drew from it, or some other form of documentation negotiated with faculty.

**CIN 281 Gender Implications of Leisure.** Play, leisure, fun, sport, game, hobby, relaxation, and free time all conjure up activities, present or remembered, for most people. At most times in history these activities were non-existent or limited to the very upper classes whose money and the labor of others provided the time and materials for a leisure class. In recent time the phrase "leisure mass" has been coined to describe the effects of shorter work weeks, electricity, and a rising and expanding middle class. Yet many people today complain that they have no time or energy for play. Remnants of the Puritan ethic also make "doing nothing" or playing suspect or limited to children or the elderly. Another factor that influences leisure is gender. Socialization patterns, biological aspects, and culture often determine activities that males and females select as leisure pursuits. This learning experience will explore these issues and related ones as well as assisting the learner in discovering his/her own desires and patterns in the arena of leisure.
CIN 292  **Technology and Social Change.** It is commonplace to observe the many ways in which technology has changed people's lives, but few of us reflect on how technology itself is a product of priorities and values which change from one social context to another. Given the experience of the past two centuries, during which technical development has been driven by an expansive capitalistic ethic, what are the prospects for a socially responsible technology in the future? Each student will choose a major technological development which has affected modern American life (such as the internal combustion engine, or nuclear energy) to conduct a case study in the development of technology. Using readings from historians and social scientists who have studied the development of technology in a variety of settings, each student will examine her/his case in a larger social and historical context. Finally, alternative systems of social organization will be considered to help formulate more rational uses of technology in light of social needs.
HANDBOOK FOR UNDERGRADUATE STUDIES
At DePaul students may pursue undergraduate degree programs on four campuses: Lincoln Park, the Loop, O'Hare, or Oak Brook. Regular students of any School or College may register for classes on any campus, arranging hours and courses in a manner designed to afford maximum educational advantage.

THE CAMPUSES

The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Halsted (800 W) and Racine (1200 W). On this campus The College of Liberal Arts and Sciences, The School of Music, The School of Education, and The Theatre School offer daytime and some evening programs leading to these undergraduate degrees:

- Bachelor of Arts
- Bachelor of Fine Arts
- Bachelor of Music
- Bachelor of Science
- Bachelor of Science in Physical Education

The Loop Campus is located at 25 East Jackson Boulevard, on the corner of Jackson and Wabash. On this campus The College of Commerce, The College of Liberal Arts and Sciences, and The School for New Learning offer programs leading to these degrees:

- Bachelor of Arts (Evening)
- Bachelor of Science in Commerce (Day and Evening)

The O'Hare Campus is located near O'Hare Airport at 3166 River Road, Des Plaines, Illinois (at the intersection of Devon Avenue and River Road). The College of Commerce, the College of Liberal Arts and Sciences, the School of Education and the School for New Learning all offer courses at this campus.

The Oak Brook Campus is located at Two Westbrook Corporate Center, Suite 200, Westchester, Illinois (on 22nd Street, just east of the I-294 tollway). The College of Commerce, the College of Liberal Arts and Sciences, the School of Education and the School for New Learning offer courses at this campus as well.

THE UNIVERSITY LIBRARIES

The DePaul Libraries provide resources and services to students, faculty, and staff through five different units: The Lincoln Park Library, the Loop Campus Library, the Law Library, the Oak Brook Library, and the O'Hare Campus Library. The delivery of information and materials is increasingly linked to computer technologies. Access to materials in all the DePaul Libraries is provided through ILLINET Online, the Libraries' online catalog and circulation system. From the same terminals, students and faculty can identify and check out books from 37 other colleges and universities in Illinois, including the University of Illinois. A second component of ILLINET Online allows users to search the catalogs of over 800 libraries around the state. Furthermore, materials from libraries across the United States can be located and obtained through other computer networks. Electronic access to periodical articles and other information resources in the social sciences, business, humanities, and sciences is readily available through online and compact disk (CD-ROM) data bases.

The combined collection of the DePaul University Libraries includes over 574,000 volumes, 244,000 microform volumes, over 9,400 current serial subscriptions, and a varied microcomputer software and audiovisual collection. Information, brochures, and bibliographies are available at all five locations. The Library Research Workbook which freshmen complete in English 105 (Common Studies) provides an introduction to library services and resources.
The Lincoln Park Campus Library supports programs in the College of Liberal Arts and Sciences, the School of Education, the School of Music, and the Theatre School. Areas of particular strength are religion, philosophy, and Irish studies. Facilities include a media area for using audiovisual materials and the Education Resource Center with curriculum materials for elementary and secondary school teaching, a slide library, a Career Information Center, and a collection of music recordings and scores. Rare book collections include the Napoleon Collection, the Dickens Collection, and the Sporting Collection, as well as numerous titles dealing with nineteenth century literature and book illustration. The University Archives houses materials documenting the growth and development of DePaul.

The Loop Campus Library primarily focuses on business materials to support the programs of the College of Commerce but also has core collections of materials in other subjects. A Career Information Center provides resources on career choice, job search techniques, and company information. Other useful collections include the industry file and the corporate annual report file.

The library of the College of Law has an extensive collection of Anglo-American legal materials, and provides both basic and advanced resources needed for study and research in the law school curriculum. The collection includes reports of American federal and state courts; court reports of Great Britain; the codes, constitutions and statutes of all fifty states and American territories; materials on tax law; and legal periodicals. Designated an official depository for government publications, the Law Library provides a comprehensive collection of federal documents.

The Oak Brook and O'Hare Campus Libraries offer an innovative approach to library service by providing access to information using computers and telecommunications. There is no permanent book collection; electronic access to DePaul and other libraries' holdings is provided through ILLINET Online and OCLC. A CD-ROM based index covering more than 1,100 journals of academic and general interest is at each campus, as well as a core collection of over 400 business periodicals on microfilm. Books and other journal articles needed by students and faculty are delivered by a daily intra-university shuttle service.

ACADEMIC COMPUTING SERVICES

Academic Computer Services (ACS) provides facilities and resources for the purpose of instruction and research at DePaul University. DePaul's academic network consists of a VAX 6410, an IBM 4381, a Harris HCX-9, and an AT&T 3B2. Local area networks of microcomputers are also provided on all DePaul campuses. Over 400 microcomputers and approximately 200 terminals are supported in student laboratories and classrooms.

Dial-in access is available 24 hours a day, 7 days a week on the main systems. Operators are on duty to assist users during all hours of operation.
Loop Campus-Administration Center
Terminal Lab:
243 S. Wabash, 4th Floor
Chicago, IL 60604
312/362-8336

Macintosh Micro Lab
243 S. Wabash, Room 208
Chicago, IL 60604
312/362-6126

Oak Brook Campus
Terminal & Micro Labs:
Two Westbrook Corporate Center
Westchester, IL 60154
312/362-2020

O'Hare Campus
Terminal & Micro Labs:
3166 River Road
Des Plaines, IL 60018
312/296-5344

Lincoln Park Campus
Terminal and Micro Lab: (SAC)
2323 N. Seminary, Room 192/193
Chicago, IL 60614
312/362-8342

Apple/GS Lab:
2323 N. Seminary, Room 472
Chicago, IL 60614
312/362-8051

Microcomputer Lab: (McGaw)
802 W. Belden, Room 145
Chicago, IL 60614
312/362-5208

Microcomputer Lab: (Byrne)
2219 N. Kenmore, Room 358
Chicago, IL 60614

Lewis Center
Computer Learning Center
25 E. Jackson, 13th Fl.
Chicago, IL 60604
312/362-8342

Macintosh Teaching Lab
25 E. Jackson, Room 1006
Chicago, IL 60604
312/362-8342

Students have access to a variety of software applications, languages, and utilities. Word processing, statistical packages, database management, spreadsheets and specialized program are available for coursework and research. Computers are used extensively throughout the undergraduate and graduate curriculum at DePaul.

Additional services provided by ACS include quarterly seminar offerings and a microcomputer purchase program. Both services are available to faculty, staff and students. The microcomputer purchase program provides discount purchase arrangements, hardware/software consultation, and end-user training.

**CAREER PLANNING AND PLACEMENT CENTER**

The Career Planning and Placement Center counselors welcome students to begin utilizing the services of the Placement Center as soon as they have enrolled for classes at DePaul. By using the resources of our center, students can identify career goals and prepare for professional employment.

To assist students in making career decisions, we urge that they use the following services as early as their freshman year for: (1) help in finding career-related part-time jobs and summer internships, (2) interviewing and resume writing workshops, (3) individual career counseling, (4) abilities and interest testing, (5) alumni mentoring opportunities, and (6) career seminars presented by leading corporations and the placement staff counselors.

All students are encouraged to register with the Center and juniors should be registered no later than the spring so that they may begin the on-campus recruiting process. To prepare for interviews held in the Placement Center, we assist students by providing: (1) group workshops on job search techniques, (2) instruction on how to prepare resumes and cover letters, (3) videotaped "mock" interviews conducted by placement personnel, and (4) seminars in career education. As a supplement to the on-campus interview system, students and alumni can attend the Placement Center sponsored Illinois Collegiate Job Fairs, "Meet the Recruiters Nights", Experienced Alumni Job Fairs, Minority/Multicultural Student Job Fairs, and Part-Time/Internship Job Fairs.
Our programs and facilities are open to DePaul students of all majors at the undergraduate and graduate levels. Alumni services include access to our job newsletter and a computerized job matching program as well as the availability of all the resources provided to students.

ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS/DEAN OF STUDENTS

The Associate Vice President for Student Affairs/Dean of Students serves in a three-fold capacity—as an ombudsman for student concerns with the University, as the principle disciplinary office of the University, and as the liaison between the Student Affairs division and the other divisions and departments of the University. The Associate Vice President is assisted by an Administrative Assistant at the Lincoln Park Campus. Students will find helpful liaison services through this office. This office is primarily concerned with improving the quality of student life at DePaul. Central to such improvements is the protection of student rights. The Associate Vice President office is located in the Stuart Center. Room 307.

STUDENT LIFE DEPARTMENT

The Student Life Department is composed of the Programs and Organizations Office, the Residence Life Office, and the University Centers on both the Lincoln Park and Loop campuses.

Student Life is an active, positive force for all students on campus. Social, cultural, educational, and recreational activities are provided to enhance a student's overall academic experience of the University. Over 80 student organizations are an integral part of DePaul's student life. Students can become involved in the Student Government Association, the DePaul Activities Board, the DePaulia student newspaper, WDPU student radio, various fraternities and sororities, club sports, honor societies, Residence Hall council, community service organizations, ethnic organizations, academic clubs, and special interest groups. In addition, entertainers, major speakers, outdoor musical and athletic events, comedians, and dance troupes are just a few of the many events sponsored throughout the year which make DePaul a vibrant and rich community.

By becoming involved with student life on campus, students and student organizations are made aware of others from diverse backgrounds, cultures and interests. They can learn to work with each other in a diverse educational environment, to develop themselves into well-rounded individuals, and to acquire leadership skills for the future. Student life offers activities for the benefit of all students.

The Student Life Offices are located on the third floor of Stuart Center at the Lincoln Park Campus, 362-8486, and on the fourth floor of Lewis Center at the Loop Campus, 362-8634. Further information on student organizations and activities can be found in the 1991-92 Student Handbook.

UNDERGRADUATE HOUSING

Residence Life at DePaul University strives to offer a total environment for learning in conjunction with academic pursuits. The residence halls combine the convenience of pleasant surroundings with the stimulating atmosphere of an urban community. Located on the Lincoln Park Campus, the residence halls are a convenient twenty minutes by public transportation from the Loop and the Lewis Center Campus. The residence halls are staffed with directors and resident advisors to assist residents.

Monroe Hall is a modern residence hall with double rooms, accommodating over 300 residents. Each floor has a study room, laundry and kitchenette facilities. A limited number of rooms are available for disabled students.
Corcoran Hall is a more traditional hall with all double rooms. Study rooms, laundry, and kitchenette facilities are also available in this building.

University Hall houses approximately 300 residents in double rooms. A variety of lounges on every floor provide access to kitchens, televisions, and computers, as well as quiet areas for studying. Laundry rooms are also located on each floor.

Seton Hall is one of the newest additions to Residence Life. This hall houses 225 students in large triple occupancy rooms with community bathrooms. Available facilities are the same as those in University Hall.

Sanctuary Hall contains apartments which range in occupancy from three to six residents. Each spacious apartment includes furnished bedrooms, bathroom and kitchen (living rooms are unfurnished). Laundry facilities are located in the basement.

McCabe Hall consists of one-bedroom and two-bedroom apartments. This hall is for upper class students.

Sheffield Hall is an honors hall designed for students with 3.5 G.P.A.s who are interested in an independent environment with the convenience of residence hall living. Sheffield consists of 2-4 occupancy, fully furnished apartments. Laundry facilities are located in the basement.

Students who wish to reside on campus are strongly encouraged to complete a Housing Agreement prior to May 1 in order to live on campus during the following year.

For additional information write or call the Residence Life Office, DePaul University, 2324 North Seminary Ave., Chicago, IL 60614, (312) 362-8020.

Accreditation

DePaul University is accredited by
The American Assembly of Collegiate Schools of Business
The American Psychological Association
The Association of American Law Schools
The National Association of Schools of Music
The National Council for Accreditation of Teacher Education
The National League for Nursing
The North Central Association of Colleges and Secondary Schools

DePaul University is on the approved list of
The American Bar Association
The American Chemical Society
The Illinois Board of Higher Education
The Illinois Department of Registration and Education
The Illinois Office of Education, State Teacher Certification Board
The State Approving Agency for Veterans Training

DePaul University is a member of
The American Association of Colleges of Nursing
The American Association of Colleges for Teacher Education
The American Association of Higher Education
The American Association of Theatre for Youth
The American Association of University Women
The American Council on Education
The Association of Catholic Colleges and Universities
The Association of Governing Boards of Universities and Colleges
The Chicagoland Advocates for Signed Theatre
The Consortium of Conservatory Programs
The Council for Adult and Experiential Learning
The Council of Graduate Schools
The Federation of Independent Illinois Colleges and Universities
The Illinois Arts Alliance
The Illinois League for Nursing
The International Association of Theatre for Children and Young People
The League of Chicago Theatres
The Midwest Alliance in Nursing
The National Association of Independent Colleges and Universities
The National Catholic Education Association
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James S. Doyle, Vice President for Student Affairs
Joyce A. Fecke, Vice President for Human Resources
Paul L. Golden, C.M., Secretary of the University
John A. Grindel, C.M., Vice President/Executive Assistant to the President
Anne M. Kennedy, Vice President for Enrollment Management
Robert L. Kozman, Treasurer of the University
Kenneth A. McHugh, Vice President for Business and Finance
Herbert Newman, Vice President for Development and Public Relations
PHILOSOPHY AND POLICY

The admission philosophy and policy of DePaul University reflect concern for the worth and talents of the individual. DePaul considers the overall achievements of the candidate and admission decisions are not based solely on one particular factor or competence. The University recognizes that each individual brings unique abilities to the DePaul community and consequently tailors its programs so that each new student will be placed most advantageously for academic success. In addition to standard, required academic credentials, candidates for admission are encouraged to provide evidence indicative of current or potential academic and intellectual performance. Consideration is given to such additional factors as personal and occupational achievements, high ambition and diligence, creativity, and qualities associated with leadership.

Following admission, incoming degree-seeking students are required to complete placement tests in reading, writing, and mathematics. Aligned to the demands of DePaul's curriculum, these test results provide a useful tool for academic advisement and registration. Students should consult the New Student Assessment section of the Bulletin which follows for information concerning assessment policies and procedures.

DePaul has a non-discriminatory admission policy; it makes no distinctions on the basis of age, race, religion, sex, creed, color, handicap or national origin.

DEGREE SEEKING

Current high school students and recent graduates with or without college transfer credit who are interested in admission to a bachelor's degree program should direct inquiries to the Admissions Office, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 362-8300.

The application, all required credentials, and a non-refundable $20 application fee should be on file in the Admissions Office at least one month prior to the beginning of the term for which admission is desired. Application deadlines allow only minimal time for review, decision, placement testing, registration counseling and award of financial aid. Consequently, applicants are urged to apply early.

Applicants to the Nursing program, the School of Music, The Theatre School, and the School for New Learning should examine the proper section of this catalog for additional application procedures.

ADULT STUDENTS

Students who are at least 24 years of age may apply for degree and non-degree seeking admission through the Office of Adult Admissions. Students planning to earn a degree should complete the undergraduate Admissions Application for Adults and submit the $20 non-refundable application fee as well as official transcripts of all previous college work. Adults may be admitted as Baccalaureate or Special Students. Adult students should contact the Office of Adult Admissions at (312) 362-6709 for counseling.

Adults students seeking admission to the School For New Learning should contact the school at (312) 362-8001 for more information and advising.
SPECIAL STUDENT ADMISSION

Adults 24 or older who wish to complete a degree or take courses for career advancement, graduate school preparation or personal interest may enroll at DePaul as Special Students. Students should complete the Undergraduate Admission Application for Adults. have a high school diploma or its equivalent and be able to demonstrate sufficient maturity and academic or professional experience to complete college work successfully. Contact the Office of Adult Admissions for further information and counseling.

Former college students 24 years of age or older who were not in good standing when leaving their previous institution two or more years ago may be considered for "Special Student" admission. Contact the Office of Adult Admissions for special counseling.

Students enrolled in another college or university intending to transfer credit earned at DePaul to that institution should use the Adult Application.

Students interested in entering a certificate program offered by one of the DePaul University academic units or completing prerequisites for a graduate program should use the Adult Application.

The Adult Application must be on file in the Admissions Office by the last day of late registration. A $20.00 application fee is required.

CHANGING FROM SPECIAL TO DEGREE STATUS

Students originally admitted to the university as Special Students using the Adult Application, but now intending to work towards a bachelor's degree, should contact an Admissions Office counselor to initiate this transition.

SECOND BACHELORS DEGREES

DePaul does not normally encourage coursework toward a second bachelors degree and will not grant a further undergraduate degree to students continuing their studies within the same academic field. Students planning to obtain a second bachelors degree should find out more about alternatives at the undergraduate or graduate levels by contacting the Office of Adult Admissions. (See page 361.)

READMISSION

Former DePaul students admitted with Special Student status must complete a new Adult/Special Student Application if absent from the university for three quarters, excluding summer sessions.

Former DePaul students originally admitted with Degree or Baccalaureate status must complete a Readmission Application if any of these conditions exist:

1. Absence from DePaul for three or more consecutive quarters, excluding summer sessions.
2. Absence from DePaul for one or more quarters, excluding summer sessions, and enrollment is now desired in a different college or school within DePaul.
3. Attendance at another accredited college or university after leaving DePaul. Official transcripts must be received before a readmission decision is made. Please note: A maximum of 99 quarter hours of credit from junior or community colleges and 132 quarter hours of credit from four year institutions can be transferred to DePaul.
4. Academic dismissal from DePaul. (Refer to Dismissal, page 385) A dismissed student can be considered for readmission after a period of two quarters, excluding summer sessions. A recommendation is required from the Dean of the college which initiated the dismissal.

Students are bound by the standards of the bulletin in effect at the time of readmission. The Readmission Application is due one month prior to the term for which readmission is desired. Applications are available in the Admissions or Registrar's Office.
FRESHMAN ADMISSION

Current high school students may be considered for admission to the Freshman class on the basis of six or more semesters of high school work. However, by the time of enrollment the student must have graduated from an approved secondary school with a minimum of sixteen high school units, including 12 of an academic nature. Ordinarily this would be a minimum of four units in English, two in mathematics, two in laboratory science, two in social sciences and additional units in college preparatory subjects.

Recent high school graduates from an approved secondary school can be considered for admission on the basis of eight semesters of high school work including 12 of an academic nature as noted above.

Applicants for unqualified admission based on high school records should have a general average in academic courses of at least C (2.5 or 84), rank in the upper half of their class, demonstrate involvement in extracurricular, community, or work activities. Applicants must present a high school counselor recommendation and acceptable scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT).

Adults 24 years of age or older should contact the Office of Adult Admissions for an adult application. Records and test scores from high school years are not required in certain cases.

Application Procedures

1. Complete and return the Application for Admission and the $20 fee.
2. Provide an official transcript of high school grades covering at least six semesters.
3. Provide official scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT).
4. Have the high school counselor complete and return the Recommendation form included in the Application for Admission.

In some instances additional letters of recommendation and a personal interview may be required of an applicant.

High school seniors who apply to DePaul prior to November 15th will be considered for the Early Action Program. Students who meet entrance requirements will be notified by December 1st of acceptance. Early Action Program applicants have the benefit of completing the Financial Aid Early Award Form and are notified of their Financial Aid soon after December 1. If desiring University housing and submitting the $200 housing deposit at that time, they receive priority in the residence hall assignment process. They are provided with priority academic advising and registration and are invited to selected DePaul events and programs during the academic year. Applicants to the School of Music and The Theatre School must also complete auditions or interviews before an Early Admission decision can be made.

Early Attendance by High School Students

Gifted, mature students may apply for admission and attend as full-time, degree-seeking undergraduates after three years of high school if they have met the diploma requirements of their high school. Recommendations are required from their parents, their principal, and their high school counselor. The application should be submitted directly to the Director of Undergraduate Admissions.
Cooperative High School-College Program

Gifted high school students may enroll at the University as part-time students taking courses for college credit in addition to their normal high school work. A recommendation indicating course areas in which the student is proficient is required from the high school principal or guidance director. Students in this program are not required to submit the regular application materials and test data. Students submit the Adult/Special Application. Courses may be taken during summer terms or the regular academic year. The application should be submitted directly to the Director of Undergraduate Admissions.

Advanced-Standing

Freshman and transfer applicants who have earned college credit in any of the following Advanced-Standing programs will be awarded credit according to University policies:

1. DePaul University Cooperative High-School-College Program (See Section Above)
2. College Board Advanced Placement Exams (AP) and/or College Level Examination Program (CLEP). Refer to the Credit-By-Examination section of this bulletin for further information.
3. College Course Work in High School. Students successfully completing college-level course work while in high school are awarded credit for all transferable courses upon receipt of an official college transcript.
4. Military Service Program. Credit is accepted for service school training, USAFI, and DANTES courses following DePaul guidelines.

TRANSFER ADMISSION

Candidates who have completed at least 12 semester or 16 quarter hours of transferable college credit are considered transfer students. An applicant with fewer than 30 semester or 44 quarter hours of transferable college credit must provide both college transcripts and freshman application documents (see above). Applicants over the age of 24 with less than 30 semester or 44 quarter hours of transferable credit should consult the regulations under Special Student Admissions.

To be considered for admission, a transfer applicant must be in good standing at the last college attended and must have at least an overall 2.00 (C) average in all transferable courses attempted. Applicants with fewer than 30 semester or 44 quarter hours of transferable college credit should be qualified to meet Freshman admission standards. Transfer applicants to the College of Commerce should have an overall 2.5 GPA. Transfers to the Department of Nursing should have an overall 2.8 GPA. Transfers to the School of Music and The Theatre School must also complete auditions or interviews.

In computing GPA, only courses comparable to those offered at DePaul are included. Repeated courses are considered only once. After one term an incomplete grade is computed as a failure.

Evaluation of Credit

Admissions counselors will prepare an evaluation of transfer credit as a service to inquiring transfer students. Interested students should call the Office of Admissions at (312) 362-8300 to arrange an appointment. Adults 24 years of age or older should call the Office of Adult Admissions at (312) 362-6709.

Generally all academic credit earned at accredited colleges is accepted in areas comparable to those offered at DePaul when it is earned with grades of "D" or better.

A maximum of 66 semester (99 quarter) hours of credit from junior or community colleges and 88 semester (132 quarter) hours of credit from four year institutions can be transferred to DePaul.
Students must complete at DePaul the senior residency requirement of 56 quarter hours and the minimum major requirement of one-half of the credit required in the major.

If a student completes hours over one of the maximums noted above, the best transfer courses to fit the student’s major are accepted.

Semester credit is converted to quarter hours by adding on half-again as many hours. Thus, 3 semester hours become 4.5 quarter hours, 50 semester hours become 75 quarter hours in DePaul’s quarter system.

A preliminary evaluation of transfer credit from the Office of Admissions is sent with the letter of acceptance. This evaluation shows where the transfer credit applies to the student’s major program. The student’s college office may make changes to this evaluation. The college office evaluation is considered the official copy.

**Inter-College Transfer**

DePaul students with Degree status who desire to transfer to another college within DePaul may obtain an Inter-College Transfer Application from the Office of Admissions on either campus. The following general conditions must be met:

1. The student must be currently enrolled at DePaul, be in good academic standing, and have a minimum 2.00 DePaul GPA.
2. The student must have earned a minimum of 12 quarter hours as a degree-seeking student at DePaul and those hours must be posted on the official DePaul transcript.

In addition to the above conditions, students desiring to transfer to The Theatre School or the School of Music must meet the audition or interview requirements of those schools.

The Inter-College Transfer application must be on file in the Admissions Office at least one month prior to the beginning of the term for which transfer is desired.

**INTERNATIONAL STUDENT ADMISSION**

Freshman and transfer applicants educated outside of the United States must obtain, in addition to the standard application, the Educational History Form and Information Sheet by writing to the Director of Undergraduate Admissions. Candidates must meet academic requirements and demonstrate English proficiency with a TOEFL score of 550. Those requesting Student Visas (I-20) must demonstrate adequate financial support. The letter of admission and the visa form I-20 are issued only after admission. The deadline for applicants residing outside of the United States or needing a Student Visa is three months prior to the entry term desired.

**CAMPUS TOURS AND INTERVIEWS**

Tours and admission interviews for prospective students and their families are strongly recommended and are offered on the DePaul campuses. Call the Loop Campus Admissions Office at (312) 362-8885 to arrange an interview or a tour of the facilities of the College of Commerce and the Loop Campus. Call the Lincoln Park Admissions Office at (312) 362-6710 to arrange an interview or a tour of the College of Liberal Arts and Sciences, the School of Education, the School of Music, The Theatre School, and Student Housing on the Lincoln Park Campus. Out of state residents can call toll free 1-800-4DePaul.

Adult students desiring admissions counseling or tours of the Oak Brook or O'Hare Campuses should contact the Adult Admissions Office at (312) 362-6709.
The DePaul Assessment Center provides competence testing, placement testing and skills workshops to enhance students' academic performance and satisfaction with their academic skills.

SKILLS ASSESSMENT

Testing

DePaul expects all students to be competent in reading, writing, and mathematics. To this end the DePaul Assessment Center tests all degree seeking students who enter the University with fewer than 100 hours of applied credit. Test results are used in academic advising to identify students' strengths and weaknesses, to place them in the appropriate courses, and to ensure that they possess or develop the academic skills necessary to succeed at DePaul.

Guidelines

Mathematics: New students whose test performance shows a weakness in computational skills and/or basic algebra skills must retest successfully before enrolling in Natural Science and Mathematics (NSM) courses or other courses requiring Mathematical skills. The Assessment Center administers mathematics retests periodically throughout the year. Depending upon the severity of the weakness, students may prepare for the retest by taking developmental courses (WRC), by seeking tutoring through the Mathematics department, or by registering for a mathematics workshop sponsored by the Assessment Center. The best means of preparing for the retest will be decided by the student in consultation with his or her academic advisor.

Writing: New students whose test performance shows a weakness in writing are required to complete one or two developmental courses in writing.

English as a Second Language: Non-native speakers lacking a proficiency in English will be placed into special sections of developmental reading and writing (WRC) courses.

Reading: New students whose test performance shows a weakness in reading receive a recommendation to take one or a requirement to take two developmental courses (WRC) in reading, depending upon the severity of their reading problems.

WORKSHOPS

The Assessment Center sponsors periodic workshops to help students improve their writing and mathematics skills. Interested students should contact the Center at (312) 362-8636 for schedules and details.
Courses

WRC courses are intended to build a student's skills in college-level reading, writing or mathematics. A maximum of between four and twelve hours (depending upon the college or school enrolled) of WRC courses may be applied toward the degree as University electives. Students who take more than their maximum of WRC courses will graduate with an academic program in excess of the 188 hours required for the degree. No credit in WRC courses may be applied toward requirements in Liberal Studies. Students are not permitted to take WRC courses on a pass/fail basis.

The following course descriptions summarize the content and objectives typical of WRC course offerings. Students are advised to consult the abstracts in their college office for detailed course descriptions specifying topics, texts and methods of evaluation.

WRITING

WRC 101 
College Writing I. An introduction to the requirements of academic writing: extensive practice in gathering and organizing ideas as well as in presenting written work that is correct in mechanics, grammar and usage.

WRC 102 
College Writing II. A sequel to WRC 101; study and practice in the basic forms of written exposition. Students with demonstrated proficiency may be permitted to enroll in WRC 102 without taking WRC 101. Some sections of WRC 102 are designated for students for whom English is a second language (ESL). Students who have successfully completed the Common Studies sequence are not permitted to enroll in WRC writing courses.

READING

WRC 107 
College Reading I. This course places emphasis on a variety of reading techniques, including word analysis skills, vocabulary, and inferential and literal comprehension skills, as well as on the study skills necessary for successful study in college. Students assigned to WRC 107 are required to go on to WRC 108.

WRC 108 
College Reading II. A sequel to WRC 107. The course focuses on continued development of vocabulary and comprehension skills with emphasis on the effective reading of a variety of text materials. Students who demonstrate proficiency may be permitted to enroll in WRC 108 without taking WRC 107. Some sections of WRC 108 are designated for students for whom English is a second language (ESL).

SUPPLEMENTAL INSTRUCTION

WRC 109 
Supplemental Instruction I. The purpose of the Supplemental Instruction course is to help students make the transition to DePaul University as smooth as possible. In this class they will receive individualized tutoring, focusing primarily on Religion 100. Class time will be geared towards developing/increasing study skills.
This class will give students the added time and support that will help with courses. This hour, twice a week, is an opportunity to review lectures with the SI instructor and tutor, ask any questions, receive "private tutoring," and discuss Religion class assignments. (2 credits.)

WRC 113  
Supplemental Instruction II. The purpose of the Supplemental Instruction course is to help students make the transition to DePaul University as smooth as possible. In this class they will receive individualized tutoring, focusing primarily on History 105. Class time will be geared towards developing/increasing study skills. This class will give students the added time and support that will help with courses. This hour, twice a week, is an opportunity to review lectures with the SI instructor and tutor, ask any questions, receive "private tutoring," and discuss History class assignments. (2 credits.)

COMPUTATION AND MATHEMATICS

WRC 104  
Computational Skills. The objective of this course is to increase students' competence in working with the numbers of ordinary arithmetic using a larger variety of practical problems and situations from basic sciences as motivation.

WRC 204  
Basic Applied Algebra. An introduction to basic algebra (concepts of variable, manipulation of simple algebraic expressions, linear equalities and inequalities, and graphical analysis) with continued emphasis on problem-solving. NOTE: Non-Degree students who wish to take tests for placement recommendations in computation or mathematics should call the AAC.

Students who have earned a "C-" or better in either a mathematics course numbered 130 or higher or in any business mathematics course at DePaul are not permitted to enroll in WRC 104 or 204.
Tuition and Fees

DePaul University is a not for profit corporation. No student pays the actual cost of his or her education. Tuition and fees are held at their present level through gifts of alumni, foundations, corporations, the Vincentian priests and brothers, and friends of the University. All policies are under continual review. Therefore, the Board of Trustees reserves the right to change its charges and fees as conditions require.

TUITION

College of Commerce, School of Education, and Liberal Arts and Sciences

Day and Evening Students
  Tuition per credit hour ................................. $194.00

School of Music
  Tuition per credit hour .................................. $194.00
  Applied Music (less than 12 hours)-per hour .......... 241.00

The Theatre School
  Tuition Package (12 +) credit hours) .................. $3,653.00
  Tuition for 1 to 11 quarter hours-per hour .......... 273.00

School for New Learning
  Discovery Workshop, per course ....................... $275.00
  Summit Seminar, per course ........................... 776.00
  All Other, 1 + hours, per hour ....................... 194.00

Students enrolled in internship programs should consult the director of the specific departmental program for more detailed information regarding tuition.

GRADUATE TUITION

Graduate School of Business
  Courses in the 100-200 series-per hour ............... $194.00
  Courses in the 300-700 series-per course .......... 1,210.00

Graduate School of Education
  Courses in the 100-200 series-per hour ............... $194.00
  Courses in the 300-700 series-per hour .......... 215.00

Graduate Liberal Arts and Sciences
  Courses in the 100-200 series-per hour ............... $194.00
  Computer Science 300-700 Series-per hour .......... 238.00
  All other 300-700 Series-per hour ................. 215.00
The Theatre School

Tuition Package (12 +) credit hours ........................................... $3,753.00
Tuition for 1 to 11 quarter hours-per hour .................................. 273.00

Graduate School of Music

Tuition-per hour ............................................................... $241.00

ROOM AND BOARD

Corcoran Hall (Room and Board)*
  Double Occupancy-Academic Year ........................................ $4,111.00

Munroe Hall (Room and Board)*
  Single Occupancy-Academic Year ................................. 5,011.00
  Double Occupancy-Academic Year .................................. 4,576.00

Sanctuary Hall (Room and Board)*
  Multiple Occupancy-Academic Year .......................... 4,135.00

Seton Hall (Room and Board)*
  Triple Occupancy-Academic Year .................................. 4,576.00

University Hall (Room and Board)*
  Double Occupancy-Semi-Private Bath Academic Year ........ 4,576.00

McCabe Hall (Room Only)
  One Bedroom Apartment, double occupancy (per person) .... 3,535.00
  Two Bedroom Apartment, triple occupancy (per person) .... 3,535.00

Sheffield Hall (Room Only)
  One Bedroom Apartment, double occupancy (per person) .... 3,535.00
  Efficiency Apartment, double occupancy (per person) .... 3,160.00
  One Bedroom Apartment, triple occupancy (per person) .... 3,335.00
  Two Bedroom Apartment, quadruple occupancy (per person) 3,160.00

All residence halls are open throughout the academic year except during the Christmas vacation. Consult the Director of Residence Life for rates at other times. (McCabe Hall is for undergraduate Juniors and Seniors. Sheffield is an Honors Hall for Sophomores, Juniors, and Seniors.) An annual health service charge of approximately $120 will be assessed unless proof of private insurance can be provided.

*Above rates are averages based on a mid-range meal plan. A student's food plan rate may vary according to requirements and/or restrictions.

GENERAL FEES

Application Fee ............................................................... $20.00
Registration Fee (each registration) .................................. 10.00
Delinquency Fee ................................................................. 50.00
Deferred Examination Fee
On Designated Dates ...................................................... 10.00
At Time Not Designated .................................................. 20.00
The Theatre School Audition Fee ........................................ 10.00
The Theatre School Certificate Fee ....................................... 23.00
Service Fee, each returned check ....................................... 20.00
Fee for each transcript of credits ........................................ 3.00

PAYMENT

All charges are due DePaul University at the time of registration, but no later than the end of (Saturday, 1 p.m.) the second full week of the term. The University does not accept responsibility for delays in the U.S. Postal System. Payment must be received in the Cashier’s Office or one of its depositories by the due date. Payment may be made by Visa, Mastercard, or Discover.

Students whose accounts show a balance due at the end of the second full week of the term:
1) Will be charged a $50.00 Delinquency Fee.
2) Will be prohibited from receiving transcripts.
3) Will be prohibited from future registration.
4) Will be prohibited from future room and board.

REFUNDS

Should an account result in a credit balance which is refundable to the student: The student has the option of leaving the credit on the account to be applied toward future term expenses; or, apply for a refund through the Cashier’s Office.

Application for a refund may be made to the Cashier’s Office by a telephone request or in person. Refund checks will be made payable to the student and mailed to the address the student has on file with the University.

In the event a refund is requested at the time charges for a subsequent term are assessed, the credit will first be applied to the new term charges. Any credit then remaining on the account will be processed as a refund.

Loan checks, such as the Perkins and Stafford loans, must first be applied to the balance due on the student’s account. If a credit balance is created after application of the loan check, the student may then apply for a refund of the credit balance.

PLEASE NOTE: Financial Aid awards (grants and scholarships) cannot be considered for refunds until the course add/refundable drop period is closed, that is, after the second full week of the term.

GENERAL NOTES

1. Registration cannot be accepted from a student with an unpaid balance from a prior term. Registration attempted under these circumstances is subject to cancellation.
2. Tuition and fees for courses audited are charged at the regular tuition rates. These must be paid at the time of registration and are not refundable.
3. Students receiving financial aid in the form of scholarships, tuition grants, or loans— from Federal Programs, the State Government, or DePaul University—must determine that the amount of aid received (total amount of awards divided by 3 quarters, normally) at least equals total tuition and fees each term. In the event such proration leaves a balance due from the student, this balance must be paid no later than the end of the first full week of the term in order to avoid a Delinquency Fee.

   The Guaranteed Loan Program is administered by the Loan Commission and the student’s bank. DePaul University assists the student in applying for these funds and does not delay the application process. However, the process may take as long as twelve weeks. Because the loan is a personal matter between the student and his/her bank, the University does not recognize payment until the loan check is endorsed by the student and applied to his/her account. DELINQUENCY FEES APPLY.

4. Undergraduate students combining undergraduate and graduate courses will pay the appropriate rate for each class.

5. If a student gives the University a check that is returned by the bank upon which it was drawn, marked “Not Sufficient Funds,” “Payment Stopped,” “Refer to Maker,” or “Account Closed,” a $20.00 charge will be assessed for each such occurrence. The University reserves the right to refuse acceptance of a personal check without prior notice.

6. Any foreign checks must be made payable in United States dollars or they will not be accepted by the University.

7. A student adding a class will receive a revised confirmation and billing within one week of the change. The additional charges are payable immediately.

**DEPARTMENTAL FEES**

**Art**

Each course with material fee ........................................... $15.00
Art 225 material fee .................................................. 20.00

**Biology**

Each course with laboratory ............................................ 20.00

**Chemistry**

Each course with laboratory ............................................ 30.00
Breakage Deposit—each laboratory course .......................... 10.00

**Education**

Physical Education Students
Equipment Fee for each activity course .......................... 7.50
Activities Accident Policy—each quarter ......................... 4.50*
Teacher Placement—Initial Registration Fee ...................... 10.00

**Music**

Locker Fee ................................................................. $7.00
Instrumental Rental Fee—each quarter ............................ 20.00
Nursing
Each course with laboratory ......................................................... 20.00

Physics
Laboratory Fee
All courses numbered under 370 except courses 155 and 156
Each Course ............................................................................... 15.00
Courses numbered 155 and 156—each course .............................. 22.50
Courses numbered 223 and 378—each course .............................. 25.00

The Theatre School
Locker, per quarter ................................................................. 5.00
Scripts and Materials, per quarter ............................................... 5.00
*Subject to change without notice.
NOTE: (a) Fees are not refundable and (b) certain Fees other than those listed above are shown
with the course listing.
Financial Aid

Undergraduate students at DePaul University received almost 28 million dollars in financial aid during the 1989-90 academic year in the form of scholarships, grants, student loans, and employment. This assistance is provided by DePaul University in partnership with federal and state agencies, lending institutions, corporations, and foundations. All students who are citizens or permanent residents of the United States or its territories are eligible for consideration for financial assistance. Inquiries should be directed to the Office of Financial Aid, Room 1730, Loop Campus, or Room 112, Schmitt Academic Center, Lincoln Park Campus. Telephone inquiries can be made by calling 362-8091 or 362-8371.

WHERE TO GET FINANCIAL AID APPLICATIONS

Financial aid need analysis applications are available from high school counselors or the Office of Financial Aid. A student applying for aid administered by DePaul University’s Office of Financial Aid should use the College Scholarship Service’s Financial Aid Form (FAF). The FAF will also serve as applications for the Illinois State Monetary Award and the Pell Grant.

The DePaul University Application for Financial Aid is available from the Office of Financial Aid for use by continuing students.

Students and parents are encouraged to contact the Office of Financial Aid with any questions they may have concerning application requirements. Students are advised NOT to wait for an admission decision before applying for financial aid. Both application procedures can take place simultaneously, although a student must be admitted before an aid award will be offered.

Financial Aid Application Procedures For 1992-93

1. Complete the DePaul University Application for Financial Aid. (Continuing students only.)
2. Complete the Financial Aid Form (FAF) through the College Scholarship Service. Indicate on the form that copies be forwarded to DePaul University, the Pell Grant Processing Center, and the state financial aid agency. Students should file this form as soon as possible after January 1 in order to allow the CSS enough time to process the FAF.
3. Transfers and students who have never previously completed files for DePaul financial aid must provide a Financial Aid Transcript for each U.S. college or university previously attended. This applies to all students, including those who received no aid at their previous school(s).
4. Applications for financial aid will not be reviewed until all the steps above are completed AND the student has been accepted for admission through the Admissions Office.

NOTE: Students whose applications are selected for verification by the U.S. Department of Education, as well as those students whose applications may need further clarification, will be required to submit 1991 IRS tax forms at a later date in order to receive a financial aid award. Students will be notified in writing if student and/or parent tax forms are required.

APPLICATION DEADLINE

All students are advised to file forms early. Forms are available in January, 1992 for funds for the 1992-93 school year. In order to receive priority consideration for University aid, NEW students must complete their financial aid file as soon after January 1 as possible. New students will be evaluated and packaged on a first-come, first-served basis up to May 1, 1992, based upon the availability of funds. RETURNING students will be considered for financial aid if they have completed the filing requirements by April 1, 1992, based upon the availability of funds.
Aid Programs and Scholarships

FEDERAL

PELL Grant

Degree-seeking undergraduate students who are enrolled or plan to enroll on at least a half-time basis (6 hours per quarter) are eligible to apply for this grant assistance. Students who are applying for financial aid administered by DePaul University can also apply for the Pell Grant on their Financial Aid Form (FAF). This form is available from high school counselors or the Financial Aid Office.

There were 1,816 DePaul students who received a Pell Grant in 1989-90; the average award was approximately $1394. For the 1991-92 academic year the maximum Pell Grant is $2,400, depending on the student's need.

Supplemental Educational Opportunity Grant (SEOG)

This program is for undergraduate students demonstrating financial need who, without the grant, would be unable to continue their education. Awards at DePaul range from $300 to $2000.

In 1989-90, 508 DePaul students received SEOG. The average award was $867.

Perkins Loan

Co-sponsored by DePaul University and the federal government, this loan program offers low interest (5 percent) and an extended repayment period (up to 10 years depending on the total amount borrowed). The loan is interest-free until 6 months after the student ceases at least half-time study at which time repayment begins. Deferment and cancellation provisions are available. Students may borrow up to a maximum of $9,000 for all undergraduate years. The actual amount per year will depend on the student's demonstrated need and the availability of funds.

College Work Study (CWS)

Co-sponsored by DePaul University and the federal government, this program provides jobs either on-campus or off-campus for students demonstrating financial need. Students are normally employed for up 15-20 hours per week. The hourly salary depends on the job and student's qualifications. Job listings are maintained in the Human Resource Office.

Stafford Loan Program (formerly called Guaranteed Student Loan)

This student loan is made available through participating banks, savings and loans, and credit unions. The interest rate for first time borrowers is 8%. Repayment begins 6 months after the student is no longer enrolled at least half-time. The federal government will pay the interest on the loan is in school and for the first six months after leaving school. Students must demonstrate need for this program.

The maximum borrowing for undergraduates is $2,625 per year for the first 2 years of study and $4,000 per year for subsequent years of undergraduate study. The maximum borrowing for all undergraduate years combined is $17,250.

More information is available from the Financial Aid Office, from participating lenders, and from the Illinois Student Assistance Commission, 102 Wilmot Road, Deerfield, Illinois 60015. A list of participating lenders is available from the Illinois Student Assistance Commission, or the Office of Financial Aid.
STATE OF ILLINOIS

Illinois State Monetary Award
This program of gift assistance is administered by the Illinois Student Assistance Commis-
sion (ISAC). Undergraduate students who are residents of Illinois are eligible to apply for awards,
which ranged in 1989-90 from $150 to $3,500 per year. The awards are based on financial
need, and may be used for tuition and fees only. Both full and half-time students are eligible.
In 1989-90, 2,891 students at DePaul received Monetary Awards totalling $7,574,874.

DEPAUL UNIVERSITY

DePaul University Grant
This program is similar to the federal SEOG in that it is awarded to undergraduate stu-
dents who demonstrate financial need. Grant amounts range from $300 to $3,000.
In 1989-90, 1,233 DePaul students received DePaul University grants. The average award
was $1,150.

DePaul University Scholarships
DePaul University offers a variety of scholarships, the funds for which are provided by both
the University itself and generous alumni and friends of DePaul University. All scholarships
are renewable and include a DePaul service component. Unless otherwise indicated, contact
the Office of Admissions to apply. Applications must be received by the Office of Admis-
sions by February 1, 1992 for 1992-93.

Arthur J. Schmitt and Fritz A. Bauer Scholarships
These prestigious merit scholarships are awarded to entering full-time freshmen on the
basis of academic proficiency, demonstrable leadership, and standardized test scores. These
awards range in value from $6,000 to $7,000 per year and are renewable for three additional
years. Awards are based on merit.

Presidential and John Cardinal Newman Scholarships
These scholarships are awarded to entering full-time freshmen demonstrating academic
achievement and leadership qualities. The Newman are awarded to class valedictorians. These
awards range in value from $2,000 to $6,000 per year and are renewable for three additional
years.

Dean's Scholarships (Art, Education, Honors, Science, Theatre Design, Theatre
Studies)
These scholarships are awarded to entering full-time students demonstrating academic
achievement and interest in selected majors. Rank in class, ACT scores, and other leadership
qualities are considered in awarding these scholarships. These awards range in value from
$2,000 to $6,000 per year and are renewable for three additional years.

St. Vincent de Paul Scholarships
These scholarships are awarded to entering freshmen who have provided exceptional ser-
vice to their home and church communities and who present good academic credentials.
These awards have a yearly value of $1,500 and are renewable for three additional years.

Leadership 2000
These scholarships are awarded to entering freshmen who have given exceptional service
to their high school, church, home communities or civic organizations and must continue
to demonstrate this service for scholarship renewal. Candidates must be Chicago residents
and submit financial aid information. These awards have a yearly value of $5,000 and are
renewable for three additional years.
Grace and Walter Byron Smith Scholarships

The Department of Art, in a partnership program with The School of The Art Institute of Chicago, participates in awarding Grace and Walter Byron Smith Scholarships to DePaul students. These scholarships provide for study in programs conducted by The School of The Art Institute of Chicago. Contact the chairman of the Department of Art for information and application procedures.

William and Mae Stanley Scholarship

Entering freshmen are nominated for this scholarship by the Admissions Committee at the time the decision for acceptance is rendered. Nominations will be based on thorough review of the student's application credentials. Generally, accepted applicants with top ten percent rank in class, ACT composite of 24 or SAT of 1000 will receive strong consideration for this scholarship. Awards are made in the amount of $1,000 and are renewable for three additional years. No additional scholarship application is required.

Transfer Scholarship

This scholarship is awarded to transfer students after a review of previous college performance. Students with a minimum of 3.5 cumulative transfer grade point average and at least 30 semester hours (45 quarter hours) of transferable work at the time of admission decision will receive strong consideration for nomination. Awards are made in the amount of $1,000 and are renewable for one additional year. No additional scholarship application is required.

Specialized Scholarships

A number of scholarships are awarded directly by University departments. These include the School of Music, the Theatre School, and the Athletic department. Information is available from the Scholarship Coordinator in each of these departments.

ALTERNATIVE FINANCING

DePaul University

The DePaul University Payment Plan (DePUPP) is a budget payment option which allows students to pay their tuition, fees, and room and board in monthly installments over a nine month period. This service is available to all DePaul University students. It is not a loan program, there are no interest or finance charges, or credit or financial needs requirements.

The student determines the budget amount for the plan. DePUPP requires a minimum budget amount of $500.00. The budgeted amount is the student’s total estimated annual charges (tuition, fees, room and board) less the total estimated financial aid awards (annual scholarships, grants, loans). Books and personal expenses are not covered by this budget. The total amount budgeted under the plan will be divided equally over the number of months in the plan at the time you apply.

The plan period is from July to March with payments due the 15th of each month. The student may pay by check, money order, or credit card (VISA, Master Card, or Discover).

Monthly billing statements will be sent to the student in advance of each payment due date. The statement will reflect charges and any payments or credits received since the last bill, the payment plan amount due by the 15th, and the current outstanding balance.

Students are urged to apply early. To participate in the nine month program, applications must be received by the Accounts Receivable Office no later than June 28, 1991. Applications made after this date must be accompanied by any past due payments to catch up to the regular schedule.

Applications received after September 1st but prior to October 1st will be processed for Winter/Spring term registrations only. Payments for the budgeted amount will be over a six month period with the first payment due October 15th, and the last payment due March 15th.

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Students who wish to participate in DePUPP should complete and submit a plan application to the Accounts Receivable Office with the application fee by the appropriate due date. An annual non-refundable fee of $30.00 is required with each application.

The application is valid for one academic year only. For each year a student wishes to participate in this program a new application must be submitted.

More detailed information regarding this program and plan applications are available from the Financial Accounts Department and the Financial Aid Office.

Any questions regarding DePUPP should be directed to the Accounts Receivable Office (312) 362-8322, or you may write to: Accounts Receivable Office Room 1608, DePaul University, 25 E. Jackson Blvd., Chicago, IL 60604.

The DePaul Extension Plan for Employer Reimbursement (DePEPER) is an optional program for students receiving tuition reimbursement from their employers, and is administered through the Financial Accounts Office. This plan is designed to view coverage by an employer tuition reimbursement program as pending financial assistance. DePEPER allows the students covered by such an employer plan to receive an extension of their tuition payment due date until Grade Reports are mailed, since many employer reimbursement plans are awarded according to grades received. The extended payment due date will be two weeks from the final date grades are mailed.

The Financial Accounts Office will send a letter to the students in the program notifying them of the date the mailing of Report Cards was completed. Grades will be mailed from the Registrar's Office to the students only and not to employers. It is the responsibility of the students to provide a copy of their grades to their employer, if required by their employer's reimbursement plan.

To be eligible to participate in this program, students must: Complete and sign a 'DePeper Payment Agreement' form and submit it along with a letter from their employer verifying employment and coverage by their employer's tuition reimbursement plan to the Financial Accounts Office. Both documents are required for eligibility in this program and must be received by the Financial Accounts Office no later than the day tuition is due by the University. Please be advised, the University does not accept responsibility for delays in the U.S. Postal System; therefore, if mailing, please allow sufficient time for delivery. Students whose forms are received after the tuition due date will be assessed a delinquency fee on their accounts.

These documents are good for one term only. For each subsequent term students register and wish to participate in the program, a new Agreement Form must be signed and submitted to the Financial Accounts Office along with another letter from their employer. Agreement forms for this program are available from the Financial Accounts Office, the Financial Aid Department and the College Offices.

Students participating in this program are granted an extended payment due date for their tuition, and are responsible for paying their tuition accounts in-full by that date whether or not the total amount has been received from their employer. Failure to pay by the extended date can subject the student to a delinquency fee and collection activity.

(Special seminars, workshops and courses which require pre-payment, and audits and zero credit courses are not covered by this program.)

Any questions regarding this program should be directed to the Collections Office of the Financial Accounts Department (312) 362-8480.

Private Agencies

Other sources of loan funding are made available through private agencies for those who feel their needs have not been met sufficiently or those who are determined to be ineligible for other types of financial aid.

American Management Service (AMS) is a convenient monthly interest free payment program which allows students or parents to budget the annual cost of attendance including tuition and fees and on-campus room and board charges (if applicable). Undergraduate students or their parents contract to make eight monthly payments beginning in July for those enrolling in the fall term.
In addition, there are long term loan programs available such as The Educational Credit Corporation (ECC), EXCEL, and Option IV. For more information about these and other alternative financing programs, contact the Office of Financial Aid.

PRIVATE SCHOLARSHIPS AND GRANTS

Many incoming and current DePaul University students are awarded scholarships and grants by private agencies and organizations for use in attending DePaul. Students seeking scholarship assistance are also advised to inquire of local community organizations, fraternal organizations, and the company where they or their parents are employed. Libraries carry reference books which list numerous scholarships and application procedures. The Office of Financial Aid has a bibliography of reference materials available in DePaul University's libraries which provide this type of information.

General Information

This bulletin does not constitute a contract between the student and the University. Every effort has been made to provide students with complete and accurate and firm information. However, the University reserves the right to change programs, courses and requirements, and to modify, amend, or revoke any rules, regulations, or financial schedules. The student will fulfill the graduation requirements listed in the college bulletin in effect at the time of acceptance as a degree seeking student. A re-admitted student will fulfill the requirements in the bulletin in effect at the time of re-admission.

Student Rights and Responsibilities

PROGRAM REQUIREMENTS

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter's course of studies, the student should remember that required courses take precedence over elective and advanced courses. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss his course load for each quarter with his faculty advisor prior to registration. Advisors and counselors are available to assist students in planning programs and schedules. Each program must be officially approved by the student's faculty advisor and home college or school.

CLASS ATTENDANCE

The University requires certification of the attendance of students in classes to fulfill requirements established by several governmental agencies. To satisfy these requirements it is University policy that attendance will be monitored in all classes. Each school or college maintains additional specific policies concerning attendance. Students should become familiar with these policies. Promptness is expected of a student for all regular class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.
EXAMINATIONS

All courses require periodic evaluations of the student's performance. At approximately the mid-point of a course the instructor is to inform students formally of their academic progress in the course. Normally each course will have a final examination.

Make-up examinations are held on scheduled calendar dates. Applications for make-up examinations must be filed in the student's College or School office three weeks prior to the scheduled date. A fee of $10.00 is charged for each scheduled make-up examination. A fee of $20.00 is charged for an examination taken at any time other than the scheduled dates. The instructor has the option of accepting or rejecting the application for a make-up examination.

PLAGIARISM

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University.

ACCESS TO EDUCATIONAL RECORDS

The University follows the requirements of the Family Educational Rights and Privacy Act of 1974 which permits all students to review their educational records. The procedures for such review and the rights of the students in this regard are set forth in detail in the Student Handbook.

DISCIPLINARY ACTION

The University expects its students to maintain the standards of conduct and good citizenship as found in the DePaul University Code of Student Responsibility. This document, available to all students, describes the disciplinary regulations of the University and sets down procedures for a student to follow if he believes that his rights are being violated.

Registration

CLASSIFICATIONS

College credit is accumulated on the basis of quarter hours earned. Degree seeking students are classified for administrative purposes as follows: Freshmen (less than 44 quarter hours), Sophomores (at least 44 but less than 88 quarter hours), Juniors (at least 88 but less than 132 quarter hours), Seniors (at least 132 quarter hours).
Full-time Student
A 12 quarter hour course load is sufficient for a student to maintain full-time status for purposes of financial aid. Information concerning Veterans Administration is available through the Financial Aid Office. Social Security Certification is available through the Registrar’s Office.

GENERAL REGULATIONS
1. Each student is required to register at the time and in the manner prescribed by the University.
2. Each student is issued a DePaul University Student Identification Card (I.D.) to be carried while on campus. The student may be required to show this I.D. card at any time to authorized personnel of the University. The I.D. card must be presented to use the library and to pay by check at the bookstore. Replacement I.D. cards may be obtained upon request to the Registrar’s Office. Photo I.D. cards are available through the Student Association.
3. Registration is not complete until financial arrangements have been made.
4. A student will receive credit only for courses taken in a section for which he has been duly registered.
5. Changes in registration (courses dropped or added) must be made in person or in writing by the student at the academic office of his home college or school or at other locations as may be directed by the student’s college office.
6. No addition in registration for the current quarter may be made by any student after the first week of class. Further, students are to be guided by individual college regulations regarding changes in registration.
7. No withdrawal from registration can be made after the seventh week of class.

COLLEGE/SCHOOL REGULATIONS
1. A day division degree seeking student may not enroll for less than 12 nor more than 20 hours each quarter without explicit approval of his dean.
2. An evening division student may not enroll for more than 12 hours a quarter without obtaining explicit approval of his dean.
3. A student desiring to register for more than 10 quarter hours of credit at any one time during the summer sessions must submit a written request to the dean of his college or school at least two weeks before the first day of summer registration.
4. A student may audit a course only with permission of his advisor or dean. A student may not change from the status of credit student to that of an auditor or vice versa after the third week of class.
5. To receive credit applicable to a degree from DePaul University for courses taken in another institution after becoming a DePaul degree seeking student, a student must obtain approval and written permission from the dean of his college or school prior to registration at the institution.
6. Extension courses taught through other accredited institutions are accepted only when the sponsoring institution itself conducts the courses and certifies the grade and credit through an official transcript. A DePaul degree seeking student must obtain the written permission of his dean before enrolling in an extension course.

WITHDRAWAL
A withdrawal must be filed through the academic office of the student’s home college or school before the beginning of the eighth week of the quarter. A student who withdraws without filing a withdrawal form through his home college or school is still considered as registered in the course. Neither non-attendance nor notification to the instructor constitutes an authorized withdrawal. Students who do not process a withdrawal form will receive a grade of FX. No refund is made for an unauthorized withdrawal.
To be eligible for a refund of tuition charges from a course withdrawal:

For academic terms Fall through Spring, a student must withdraw from the course by the end of the second full week of the term to receive a 100% refund of tuition charges. A refund of tuition charges will not be granted for course withdrawals after the second full week of the term.

For Summer Sessions, the student must withdraw by the end of the first full week of the session to be to be eligible for a 100% tuition refund. For withdrawals after the first full week of the session, tuition refunds will not be granted.

For courses of four weeks or less but more than two weeks duration, no refund will be granted after the first week of the term. For workshops or courses of two weeks or less duration, no refunds will be granted after the workshop or session begins.

A student required to withdraw from classes for failing to meet the scholastic requirements in the previous quarter's work will not be charged for his cancelled registration. There is no refund for audited courses and, except for students dropped for poor scholarship, there is no refund for fees other than tuition.

Evaluation and Credit

COLLEGE CREDIT

One of the University's requirements for graduation with a bachelor's degree is that a student successfully complete a minimum of 188 quarter hours of college credit. College credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten week period. An undergraduate course carries four quarter hours of credit unless otherwise specified. College credit is earned if a student receives an A through D, or PA grade. College credit can also be earned through transfer, advanced standing, and credit-by-examination credits.

GRADES

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade.

A  The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.

B  The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.

C  The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.

D  The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner.

F  The instructor judged the student NOT to have accomplished the stated objectives of the course.
IN Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. An incomplete grade may not be assigned unless the student has formally requested it from the instructor, and the instructor has given his or her permission for the student's receiving an incomplete grade.

PA Passing achievement in a “pass-fail” course. (Grades “A” through “D” represent passing performance.)

R Student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending over more than one quarter.

W Automatically recorded when the student files his withdrawal through the student’s home college or school on or before the date designated in the academic calendar for such a withdrawal.

FX Student stopped attending course. This is an apparent withdrawal. The grade can be changed to a “W” grade by the college administration without consulting the instructor if it is determined that the student attempted to withdraw but followed incorrect procedures, or on other administrative grounds. If not administratively removed, it is scored in the grade point average the same as an “F”.

QUALITY POINTS

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS</th>
<th>CREDIT HOURS</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PER CREDIT HOUR</td>
<td>ATTEMPTED</td>
<td>MERITED</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>X</td>
<td>16</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>X</td>
<td>14.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>X</td>
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<td>B</td>
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<td>X</td>
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<tr>
<td>B–</td>
<td>2.7</td>
<td>X</td>
<td>10.8</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<td>C</td>
<td>2</td>
<td>X</td>
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</tr>
<tr>
<td>C–</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>X</td>
<td>5.2</td>
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<tr>
<td>D</td>
<td>1</td>
<td>X</td>
<td>4</td>
</tr>
<tr>
<td>FX</td>
<td>0</td>
<td>X</td>
<td>0</td>
</tr>
</tbody>
</table>

W, INC, PA (quality points not assigned)

Illustration
Transfer, advanced standing, and credit-by-examination credits do not carry quality points. These credits must be added to DePaul earned hours to obtain total hours earned.

GRADE POINT AVERAGE

A student’s grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted. (The grade point average is calculated only upon grades earned at DePaul University.)

REPEATING

Students may repeat undergraduate courses in which they have received “C-” or below only once. Exceptions may be granted only in rare or unusual circumstances with the permission of the departmental chair or college dean. The grade achieved in the repeated course is recorded on the academic record, and is used in determining cumulative credit earned and in computing the G.P.A. The original grade remains on the academic record but is not used in determining cumulative credit earned or in computing the cumulative grade point average. The course must be repeated at DePaul in order for this policy to apply. Note: A “C-” grade is acceptable in a student’s major providing the overall G.P.A. in the major is 2.0.

PASS-FAIL OPTION

Sophomore standing is required before a student may use the pass-fail option.

Written permission to use this option must be obtained from the student’s academic advisor or from the proper authority appointed by the home college dean prior to the third week of the quarter. Approval to use the pass-fail option, for courses of four weeks or less in duration, must be obtained before the second class meeting of the course. Under the pass-fail option a student who is not on academic probation may register for one PASS (PA)/FAIL (F) course each term. A maximum of 20 quarter hours may be taken under the pass-fail option. Grades “A” through “D” represent passing performance.

The option is limited to no more than one course in any one department or division. Courses taken to meet Liberal Studies requirements as well as courses taken to meet the requirements of a student’s major field of concentration may not be taken PASS/FAIL. Competencies awarded for prior learning or in the Lifelong Learning Domain to students in the School for New Learning do not count towards the twenty credit hours limit on the pass/fail option. If the course is passed, the credit hours earned are entered on the student’s record; the grade is not included in computing the student’s grade point average. If the course is failed, the “F” grade is recorded on the student’s record and the credit hours attempted are included in computing the student’s grade point average.

In order to apply for the elective option students must complete an enrollment change form (drop/add) which may be obtained in the home college office.

GRADE REPORTS

A report based on the professor’s evaluation of the student’s total achievement in every course is sent to the student at the end of each term. This report also includes the student’s credit hours attempted, credit hours earned, and quality points.
CREDIT-BY-EXAMINATION

Credit-By-Examination is available in liberal studies, in the fields of the "major," and for electives. A detailed booklet, "DePaul University—Program of Credit-By-Examination," is available in each college and school administrative offices. This booklet lists the courses and equivalents that may be taken by examination. Credit-By-Examination is offered to all registered degree seeking undergraduate students and to incoming degree students in several ways:

College-Level Examination Program (CLEP)

Incoming degree seeking freshmen and transfer students who took CLEP tests before being admitted to DePaul University should have an official statement of their CLEP scores mailed to the office of the Director of Admissions, DePaul University. The University will award successful candidates college credit in accordance with the CLEP charts listed in the booklet. "DePaul University-Program of Credit-By-Examination." Some CLEP credit recognized by other colleges may not be awarded by DePaul. Currently enrolled degree seeking students may take the tests approved by their respective dean.

Advanced Placement Program (AP)

The Advanced Placement Program is administered by the College Entrance Examination Board. These tests, designed for high school seniors who have taken college-level courses in high schools, can be taken by such students at their high school.

The University will award college credit in accordance with current university policy. Some advanced placement tests are not awarded credit by DePaul. Questions concerning this program may be directed to the Office of Admissions.

STANDARDS

Dean's List

Full time students who maintain a cumulative grade point average of 3.30 will be placed on the Dean's List.

Probation

Any student who fails to maintain a 2.00 (C) cumulative grade point average is subject to academic probation. A student is removed from academic probation when his cumulative grade point average reaches the required minimum of 2.00 (C). Ordinarily the student will not be permitted to be on academic probation for longer than two consecutive quarters.

Academic disciplinary action will be taken by the dean of the student's home college or school in accordance with the degree of the student's academic deficiency.

Dismissal

A student dismissed for academic reasons shall not be eligible for readmission to any division of DePaul University for a period of two quarters, excluding summer session, subsequent to such dismissal. The readmission decision is made by the Office of Admissions in consultation with the college office. See Readmissions Section.
A dismissed student with serious deficiency may be required to demonstrate acceptable academic achievement at another accredited college or university before readmission is approved. Courses to be taken elsewhere must be approved by the College office as acceptable, and a grade of "C" or better must be earned in all such coursework. If readmission is approved, the following academic policy applies to dismissed students who have demonstrated this achievement by earning eighteen or more quarter hours of credit: (1) the previous grade point average will revert to zero, and (2) the previous DePaul credits attempted and earned will be added to attempted and earned transfer credit. This policy permits the student to resume a program of studies without the penalty of a previously deficient grade point average.

GRADUATION REQUIREMENTS

1. The student must have completed a minimum of 188 quarter hours. The total quality points must equal twice the number of quarter hours attempted.
2. The student must have a minimum of 2.00 cumulative grade point average. The calculation of the grade point average is described under the heading: "Evaluation of Credit" in this bulletin.
3. The student must have satisfied all the regulations of the individual college or school granting his degree.
4. The student must complete the residential requirement, i.e., he must complete the following work at DePaul University: a) the final 56 quarter hours of credit, b) one-half of the credit earned in his major area of concentration, c) all courses in his senior year. Exemptions to the residential requirement may be made by the Dean in individual cases.
5. A formal application for graduation must be filed by a candidate in the dean's office no later than the dates announced in the Academic Calendar. Application for graduation may be made only by classified degree seeking students.

Second Bachelor's Degree

A student who has received one bachelor's degree from DePaul University or another institution may receive a second bachelor's degree provided that:

a) all normal graduation requirements as listed above are met;
b) a minimum of 56 quarter hours of credit beyond those applied to the first degree are earned in residence at DePaul;
c) at least one-half of the credits required by the second area of concentration are completed in residence at DePaul.

DePaul does not normally encourage coursework toward a second bachelors degree and will not grant a further undergraduate degree to students continuing their studies within the same academic field. Students planning to obtain a second bachelors degree should find out more about alternatives at the undergraduate or graduate levels by contacting the Office of Adult Admissions. (See page 361.)

GRADUATION WITH HONORS

The distinction "with highest honor" is conferred upon students who have demonstrated rare scholastic ability by obtaining a 3.85 grade point average.

The distinction "with high honor" is conferred upon students who have demonstrated definitely superior ability by obtaining a 3.7 grade point average.
The distinction "with honor" is conferred upon students who have maintained a 3.5 grade point average.

An undergraduate student who has entered DePaul with previous academic credit will be considered for graduation with honor if the following conditions are met:

1. The student must first have earned the minimum of a 3.5 cumulative grade point average for course work taken at DePaul.
2. A student's cumulative grade point average from a previously attended institution(s) will be combined with the DePaul grade point average to determine the level of honor.

UNIVERSITY ANNUAL COMMENCEMENT

The University's annual commencement exercises are conducted in June. A Baccalaureate Mass is included in the commencement program, and a reception follows each graduation exercise. Attendance at the graduation exercise is optional, however the graduate must notify his/her college office of his/her intention, four weeks before the ceremony. The graduate will receive detailed instructions concerning the commencement exercise from his/her college office.

TRANSCRIPTS

Requests for transcripts should be presented to the Registrar's Office in writing at least two weeks in advance of the time needed. Requests will not be taken over the phone. Transcripts are sent directly to the institution designated by the student. Students may, however, request transcripts for their personal use. A fee will be charged for each transcript requested, and will be issued only after the student has fulfilled all his financial obligations to the University.

Official transcripts of credit earned at other institutions are a part of the student's permanent record at DePaul University and are not reissued or copied for distribution. If needed, they must be obtained directly from the institution in question.

GRADUATE STUDY

DePaul University provides a number of programs in graduate education through its graduate divisions. A student planning to complete a graduate program should inquire of his faculty advisor how an undergraduate junior and senior can, in most major concentrations, begin studies in the Graduate School applicable toward a Master's degree.

Master's Degree programs are offered (1) through the College of Liberal Arts and Sciences, Graduate Division, in Biological Sciences, Chemistry, Computer Science, Economics, English, History, Interdisciplinary Studies, Liberal Studies, Mathematical Sciences, Nursing, Philosophy, Physics, Psychology, Public Services, Rehabilitation Services, Sociology; (2) through the Graduate School of Business in Accounting, Economics, Finance, Management, Marketing; (3) through the School of Music, Graduate Division, in Music Performance, Church Music, Music Education, Music Theory, Music Composition; (4) through the School of Education, Graduate Division, in Curriculum Development, Educational Leadership, Human Services and Counseling, and Reading and Learning Disabilities; or (5) through the School for New Learning.

Doctoral Degree programs are offered through the College of Liberal Arts and Sciences in Computer Science, Philosophy, and Psychology.
Directory

ACADEMIC COMPUTER SERVICES
Administration Center, 3rd Floor
312/362-8177
   Dawne Tortorella, Director

ADMISSIONS AND RECORDS
Lewis Center, 1st Floor
312/362-8300
   Thomas D. Abrahamson, Dean
   Lucy Leusch, Director of Undergraduate Admissions
   Susan Thornton, Director of Adult Admissions

ADULT ENROLLMENT SERVICES
Lewis Center, 15th Floor
312/362-8708
   Brian Spittle, Director

ALUMNI RELATIONS
Santa Fe Building, 13th Floor
312/362-8584
   Cheryl Mulvaney, Director

ASSESSMENT CENTER
Lincoln Park, Schmitt Center, 1st Floor
312/362-8636
   Brian DeCook, Director

ATHLETICS
Lincoln Park, 1011 West Belden
312/362-8544

BOOKSTORES
Lewis Center, 1st Floor; Lincoln Park, 2324 North Seminary
312/362-8792

CAFETERIAS
Lewis Center, 4th Floor; Lincoln Park, 2324 North Seminary
312/362-8519

CAREER PLANNING & PLACEMENT
Lincoln Park, Stuart Center, 3rd Floor; Lewis Center Room 1716
312/362-8437
   Jane McGrath, Director

CASHIER'S OFFICE
Lewis Center, 16th Floor; Lincoln Park, Schmitt Center, 1st Floor
312/362-8480
   Janet Miskell, Manager

CHAPELS
Lewis Center, 1st Floor; 2324 North Seminary

COLLEGE OF COMMERCE
Lewis Center, 12th Floor
312/362-6783
   Ronald J. Patten, Dean

COLLEGE OF LAW
Lewis Center, 9th Floor
312/362-8701
   John C. Roberts, Dean

COLLEGE OF LIBERAL ARTS AND SCIENCES
Lewis Center, 15th Floor; Lincoln Park, Schmitt Center, 5th Floor
312/362-8200
   Richard J. Meister, Dean

COMMUNITY MENTAL HEALTH CENTER
Byrne Hall, 3rd Floor
312/362-8292
   Della Corirossi, Director
FINANCIAL AID
Lincoln Park, Schmitt Center, 1st Floor; Lewis Center, Room 1730
312/362-8526
John Schoultz, Director

GOVERNMENT — CERTIFICATION OF STUDENTS
Social Security—Lewis Center, Registrar’s Office 312/362-8610
Veterans Administration—Financial Aid, Lewis Center, Room 1730
312/362-8526

LIBRARY
Lewis Center, Lower Level;
Lincoln Park, Schmitt Center
312/362-8066
Doris R. Brown, Director of Libraries
Judith Gaskell, Director of Law Library

MULTICULTURAL STUDENT AFFAIRS
Stuart Center, 3rd Floor
312/362-8377
Lyndia McCarthy, Director

REGISTRAR
Administration Center, 6th Floor
312/362-8610
Robert L. Hoefer, Registrar

RESIDENCE LIFE
Stuart Center, 3rd Floor
312/362-8020
Kevin Keegan, Director

SCHOOL OF ACCOUNTANCY
O’Malley Place, 12th Floor
312/362-8770
John T. Ahern, Jr., Director

SCHOOL OF EDUCATION
Lincoln Park, Schmitt Center, 5th Floor
312/362-8100
Joan Lakebrink, Director

SCHOOL FOR NEW LEARNING
Administration Center, 7th Floor
312/362-8001
David O. Justice, Dean

SCHOOL OF MUSIC
Lincoln Park, School of Music Building
312/362-8373
Frederick Miller, Dean

STUDENT AFFAIRS/DEAN OF STUDENTS
Stuart Center, 3rd Floor
312/362-8378
Cynthia M. Summers, Associate Vice-President/Dean of Students

STUDENT LIFE
Stuart Center, 3rd Floor
312/362-8486
Peggy Clark, Director

TEACHER PLACEMENT BUREAU
Lincoln Park, Schmitt Center
312/362-8100

THEATRE SCHOOL
Lincoln Park, 2135 N. Kenmore
312/362-8375
John R. Watts, Dean

UNIVERSITY MINISTRY
Stuart Center, 2nd Floor
312/362-8515
Dr. Robert A. Ludwig, Director
## Academic Calendar 1991-1992

Information regarding registration is published in the University Class Schedules.

### AUTUMN

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>19</td>
<td>Monday, College of Law Autumn Semester classes begin.</td>
</tr>
<tr>
<td>September</td>
<td>2</td>
<td>Monday, Labor Day.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Monday, Autumn Quarter begins.</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Friday, Last date to apply for Pass/Fail option or to change to auditor status.</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>Tuesday, University Degree Conferral.</td>
</tr>
<tr>
<td></td>
<td>10-16</td>
<td>Thursday-Wednesday. Optional Mid-Term Week.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Monday, St. Vincent dePaul day. Holiday--no classes.</td>
</tr>
<tr>
<td>November</td>
<td>1</td>
<td>Friday, Last date to withdraw from class.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Monday, End Autumn classes.</td>
</tr>
<tr>
<td></td>
<td>20-26</td>
<td>Wednesday-Tuesday. Final examinations for Autumn classes.</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Autumn Quarter Ends.</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Thursday, Thanksgiving Holiday.</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>Monday, College of Law Autumn Semester classes end.</td>
</tr>
<tr>
<td></td>
<td>5-19</td>
<td>Thursday-Thursday. Final examinations for College of Law.</td>
</tr>
</tbody>
</table>

### WINTER

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>6</td>
<td>Monday, Winter Quarter begins.</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Monday, College of Law Spring Semester classes begin.</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Friday, Last date to apply for Pass/Fail option or to change to auditor status.</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Friday, Final date for filing for June Commencement.</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>Saturday, University Degree Conferral.</td>
</tr>
<tr>
<td></td>
<td>6-12</td>
<td>Thursday-Wednesday. Optional Mid-Term Week.</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Friday, Last date to withdraw from classes.</td>
</tr>
<tr>
<td>March</td>
<td>14</td>
<td>Saturday, Winter Quarter classes end.</td>
</tr>
<tr>
<td></td>
<td>16-21</td>
<td>Monday-Saturday. Final examinations for Winter classes.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Saturday, Winter Quarter ends.</td>
</tr>
</tbody>
</table>
### SPRING

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>28</td>
<td>Saturday. Spring Quarter begins.</td>
</tr>
<tr>
<td>April</td>
<td>16</td>
<td>Thursday. Last date to apply for Pass/Fail option or to change to auditor status.</td>
</tr>
<tr>
<td></td>
<td>17-19</td>
<td>Easter. Holiday-no classes.</td>
</tr>
<tr>
<td></td>
<td>29-May 5</td>
<td>Wednesday-Tuesday. Optional Mid-Term Week.</td>
</tr>
<tr>
<td>May</td>
<td>2</td>
<td>Saturday. College of Law Spring Semester classes end.</td>
</tr>
<tr>
<td></td>
<td>6-20</td>
<td>Wednesday-Wednesday. Final examinations for College of Law.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Friday. Last date to withdraw from classes.</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Monday. Memorial day. Holiday—no classes.</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Wednesday. College of Law Summer Session classes begin.</td>
</tr>
<tr>
<td>June</td>
<td>6</td>
<td>Saturday. End Spring classes.</td>
</tr>
<tr>
<td></td>
<td>8-13</td>
<td>Monday-Saturday. Final examinations for Spring Quarter.</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Saturday. Spring Quarter ends.</td>
</tr>
<tr>
<td></td>
<td>13-14</td>
<td>Saturday-Sunday. Commencement.</td>
</tr>
</tbody>
</table>

### SUMMER

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>17</td>
<td>Wednesday. First summer session begins.</td>
</tr>
<tr>
<td>July</td>
<td>3</td>
<td>Friday. Independence Day Holiday observed—no classes.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Tuesday. College of Law classes end.</td>
</tr>
<tr>
<td></td>
<td>20-24</td>
<td>Monday-Friday. Final examinations for College of Law.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Tuesday. First summer session ends.</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Wednesday. Second summer session begins.</td>
</tr>
<tr>
<td>August</td>
<td>25</td>
<td>Tuesday. Second summer session ends.</td>
</tr>
</tbody>
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The Vincentian Character of DePaul University

DePaul, a Catholic university, takes its name from St. Vincent dePaul. The religious community founded by Vincent, commonly known as 'Vincentians,' opened the university and endowed it with a distinctive spirit: to foster in higher education a deep respect for the God-given dignity of all persons, especially the materially, culturally, and spiritually deprived; to instill in educated persons a dedication to the service of others. In each succeeding generation the women and men of DePaul have pursued learning in this spirit of Vincent dePaul.