1995-1997

DEPAUL UNIVERSITY BULLETIN

UNDERGRADUATE COLLEGES AND SCHOOLS

COLLEGE OF COMMERCE

COLLEGE OF LIBERAL ARTS AND SCIENCES

SCHOOL OF COMPUTER SCIENCE,
TELECOMMUNICATIONS AND INFORMATION SYSTEMS

SCHOOL OF EDUCATION

SCHOOL OF MUSIC

THE THEATRE SCHOOL

SCHOOL FOR NEW LEARNING

LINCOLN PARK CAMPUS
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Chicago, Illinois 60614-2398

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Editor: Glyn Friend
BACHELOR'S DEGREE AT DEPAUL
Philosophy 5.

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CALENDAR

VINCENTIAN CHARACTER

Note: The University reserves the right to revise its bulletin and schedules. See page 413 for further details.
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 occurring 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 COUNCIL

MICHAEL L. MEZET
Dean of Liberal Arts and Sciences, Chair

GEORGE FLYNN
School of Music

DAVID BARNUM
Behavioral and Social Sciences

KAREN SCOTT
Common Studies

JEFFREY CARLSON
Philosophy & Religion

HELEN MARLBOROUGH
Fine Arts and Literature

LYNN NARASINHAN
Natural Sciences & Mathematics

LINDA ALWITT
College of Commerce

RONALD PATTON
College of Commerce

WILLIAM POPPE
College of Commerce

JOHN O’MALLEY
The Theatre School

SANDRA JACKSON
School of Education

CHARLES SUCHAR
College of Liberal Arts & Sciences

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 aesthetic.

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 (FALR) 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 Division (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 33 for the College of Commerce and School of Accountancy, page 91 for the College of Liberal Arts and Sciences, page 283 for the School of Computer Science, Telecommunications and Information Systems, page 300 for the School of Education, page 327 for the School of Music, and page 354 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.
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.

For course descriptions see individual department listings.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>105</td>
<td>World Civilizations I. Four quarter hours credit.</td>
</tr>
<tr>
<td>106</td>
<td>World Civilizations II. (Four quarter hours credit; prerequisite: 105.) Theater School, 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.</td>
</tr>
<tr>
<td>107</td>
<td>World Civilization I: Two Quarter Sequence. Three quarter hours credit.</td>
</tr>
<tr>
<td>108</td>
<td>World Civilization II: Two Quarter Sequence. Two quarter hours credit.</td>
</tr>
</tbody>
</table>

ENGLISH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>Composition and Rhetoric I. An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process. (Four quarter hours credit.)</td>
</tr>
<tr>
<td>104</td>
<td>Composition and Rhetoric II. Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources. <strong>Prerequisite:</strong> 103 or equivalent. (Four quarter hours credit.)</td>
</tr>
</tbody>
</table>

Theater School 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>107</td>
<td>Composition and Rhetoric I: Two Quarter Sequence. Three quarter hours credit. An Introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process.</td>
</tr>
<tr>
<td>108</td>
<td>Composition and Rhetoric II: Two Quarter Sequence. Three quarter hours credit. Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources. <strong>Prerequisite:</strong> 107 or equivalent.</td>
</tr>
</tbody>
</table>
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.

For course descriptions see individual department listings.

LEVEL I

ART
102 Principles of Art and Art History.
104 Creating Art.

ENGLISH
120 Understanding Literature.

MUSIC
101 The Enjoyment of Music.

THEATRE
100 World of the Theatre.
LEVEL II

ART
The following courses have a prerequisite of Art 104.
105  Foundation Design.
106  Foundation Drawing.
110  Painting.
115  Sculpture. Materials fee.
205  Three-dimensional Design. Materials fee.

The following courses have a prerequisite of Art 102.
230  Ancient and Medieval Art.
232  Renaissance, Baroque and Rococo Art.
235  19th and 20th Century Art.
320  American Art.
322  Contemporary Art.
326  Film Art as Visual Art. Materials fee.

COMPARATIVE LITERATURE
The following courses have a prerequisite of English 120.
301  Epic and Romance.
304  The Novel.
305  Autobiographical/Confessional Literature.
306  Utopian Literature.
311  Revolutionary Literature.
312  The Literature of Identity.
313  Feminist Literature.
319  Topics in Comparative Literature.
355  Contemporary Criticism.

ENGLISH
The following courses have a prerequisite of English 120.
310  English Literature to 1500.
311  Chaucer.
319  Topics in Medieval Literature.
320  English Renaissance Literature.
327  Milton.
328  Shakespeare.
329  Topics in Renaissance Literature.
330  Restoration and Eighteenth-Century.
339  Topics in Restoration and Eighteenth-Century English Literature.
340  Nineteenth-Century English Literature.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>349</td>
<td>Topics in Nineteenth-Century English Literature.</td>
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<tr>
<td>350</td>
<td>Modern British Literature.</td>
</tr>
<tr>
<td>357</td>
<td>Topics in Irish Studies.</td>
</tr>
<tr>
<td>359</td>
<td>Topics in Modern British Literature.</td>
</tr>
<tr>
<td>360</td>
<td>Early American Literature.</td>
</tr>
<tr>
<td>361</td>
<td>Romanticism in American Literature.</td>
</tr>
<tr>
<td>362</td>
<td>Realism and Naturalism in American Literature.</td>
</tr>
<tr>
<td>364</td>
<td>American Genre Studies.</td>
</tr>
<tr>
<td>365</td>
<td>Modern American Fiction.</td>
</tr>
<tr>
<td>366</td>
<td>Modern Poetry.</td>
</tr>
<tr>
<td>367</td>
<td>Topics in American Studies.</td>
</tr>
<tr>
<td>369</td>
<td>Topics in American Literature.</td>
</tr>
<tr>
<td>371</td>
<td>African-American Fiction.</td>
</tr>
<tr>
<td>372</td>
<td>African-American Poetry and Drama.</td>
</tr>
<tr>
<td>373</td>
<td>Multi-ethnic Literature of the United States.</td>
</tr>
<tr>
<td>374</td>
<td>American Indian Literature.</td>
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<tr>
<td>375</td>
<td>Studies in Short Fiction.</td>
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<tr>
<td>379</td>
<td>Topics in Literature.</td>
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<tr>
<td>380</td>
<td>Masterpieces of World Literature.</td>
</tr>
<tr>
<td>382</td>
<td>Major Authors.</td>
</tr>
<tr>
<td>383</td>
<td>Women and Literature.</td>
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<tr>
<td>385</td>
<td>Mythology and the Dramatic Arts.</td>
</tr>
<tr>
<td>386</td>
<td>Popular Literature.</td>
</tr>
<tr>
<td>387</td>
<td>Opera and Drama.</td>
</tr>
<tr>
<td>389</td>
<td>Topics in Comparative Literature.</td>
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</tbody>
</table>

**MODERN LANGUAGES**
All courses have a prerequisite of English 120.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>227</td>
<td>Topics in French Literature.*</td>
</tr>
<tr>
<td>228</td>
<td>Topics in German Literature.*</td>
</tr>
<tr>
<td>229</td>
<td>Topics in Italian Literature.*</td>
</tr>
<tr>
<td>230</td>
<td>Topics in Russian Literature.*</td>
</tr>
<tr>
<td>231</td>
<td>Topics in Hispanic Literature.*</td>
</tr>
</tbody>
</table>

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.
PHILOSOPHY AND RELIGION

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.

For course descriptions see individual department listings.
## Level I

### Philosophy

100  Philosophy and Its Issues.

### Religious Studies

100  Religious Worlds in Comparative Perspective.

## Level II

### Philosophy

The following courses have a requisite of Philosophy 100.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>200</td>
<td>Ethical Theories</td>
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<td>204</td>
<td>Philosophy and Existential Themes</td>
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<td>208</td>
<td>Values and Persons</td>
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<tr>
<td>228</td>
<td>Business, Ethics and Society (cross-listed as Management 228)</td>
</tr>
<tr>
<td>229</td>
<td>Biomedical Ethics (cross-listed as Religious Studies 229)</td>
</tr>
<tr>
<td>230</td>
<td>Contemporary Issues in Ethics</td>
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<td>231</td>
<td>Philosophy and the Question of Race</td>
</tr>
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<td>232</td>
<td>What is Freedom?</td>
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<td>233</td>
<td>Issues in Sex and Gender</td>
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<td>234</td>
<td>Philosophy and Modern Society</td>
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<td>Philosophy and the Environment</td>
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<td>Philosophy and the City</td>
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<td>Philosophy and Women</td>
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<td>Love, Hatred and Resentment</td>
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<td>Ethics and Public Policy</td>
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<td>Philosophy and Peace</td>
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<td>310</td>
<td>Greek and Medieval Thought</td>
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<td>Modern Thought from Descartes to Hegel</td>
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<td>313</td>
<td>Contemporary Thought from Hegel to Derrida</td>
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<td>320</td>
<td>Metaphysics</td>
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<td>321</td>
<td>Epistemology</td>
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<td>322</td>
<td>Philosophy of Language</td>
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<td>Basic Concepts of Phenomenology</td>
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<td>341</td>
<td>Aesthetics</td>
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<td>342</td>
<td>Philosophy of Law</td>
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<td>353</td>
<td>Philosophy and History</td>
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<td>360</td>
<td>Greek Philosophy</td>
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</tbody>
</table>
LIBERAL STUDIES PROGRAM

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.
381 Dramatic Theory: Tragedy (cross-listed as Theatre Studies 224).
382 Dramatic Theory: Comedy (cross-listed as Theatre Studies 225).
383 Philosophical Themes in Literature.
385 Feminist Theories.
390 Selected Topics and Controversies.
392 Philosophies of Africa.

EDUCATION
LSE 260 Values and Education.

RELIGIOUS STUDIES
The following courses have a prerequisite of Religious Studies 100.

200 Debates About God.
201 Religion and Ethics.
209 The Jewish Experience.
210 The Christian Experience.
211 The American Religious Experience.
213 Christian Thought in Classical and Medieval Times.
214 Transformation in Christianity: The Reformation to the Present.
221 Religion in Society (cross-listed as Sociology 343).
LIBERAL STUDIES PROGRAM

222 Western Religious Traditions and Contemporary Moral Issues.
223 Literature and the Sacred.
227 Religious Ethics and Professional Life.
228 Business, Ethics, and Society (cross-listed as Management 228).
229 Biomedical Ethics (cross-listed as Philosophy 229).
230 The Bible: An Introduction.
233 Jesus and Christian Origins.
254 The Body and Human Relationships: Divergent Meanings, Conflicting Values.
256 Wellness, Disease and AIDS in Cross-Cultural Perspective.
257 Dying, Death, Afterlife.
258 God, Justice and Redemptive Action.
261 Religions of Native North America.
262 Religions of South Asia and the Far East.
263 Religions of the Middle East.
264 Building Through Resistance: Religions of Colonized Peoples.
265 The Islamic Experience.
266 Islam in the United States.
268 Modern Judaism.
273 Jesus Across Cultures.
278 Women and Religion.
280 Roman Catholic Theological Thinking.
281 Community and Ritual in the Roman Catholic Tradition.
282 Experience and Narrative in the Roman Catholic Tradition.
283 Ethics and Society in the Roman Catholic Tradition.
285 Roman Catholicism’s Encounter with Other Religions.

SOCIOLOGY
Sec 343 Social Dimensions of Religion (cross-listed as Religious Studies 221).

EDUCATION
LSE 250 Religion and Education in Western Culture.

WOMEN’S STUDIES
210 Values and Gender.
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 local 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 select 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.

For course descriptions see individual department listings.

LEVEL I

ECONOMICS

105 Principles of Microeconomics. This course cannot be taken for Liberal Studies credit by Commerce majors.

106 Principles of Macroeconomics. This course cannot be taken for Liberal Studies credit by Commerce majors.
LIBERAL STUDIES PROGRAM

GEOGRAPHY
101 Earth's Physical Landscape.
110 Earth's Cultural Landscape.

INTERDISCIPLINARY STUDIES
100 The Nature of Science (cross-listed as Physics 100). 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. 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.

POLITICAL SCIENCE
120 The American Political System.
140 Conflict and Cooperation Among Nations.
150 Political Systems of the World.

PSYCHOLOGY
105 Introductory Psychology I.
106 Introductory Psychology II.

SOCIOLOGY
101 General Sociology.
102 Cultural Anthropology.
105 Social Problems.

URBAN STUDIES
100 Introduction to Urban Studies.

LEVEL II

ECONOMICS
310 Economics of the Urban Environment.
313 Industrial Organization: Antitrust and Social Policy.
316 European Economic History.
317 American Economic History.
318 Labor Economics and Organization.
330 The Economics of Socialism.
340 Development of Economic Thought.
LIBERAL STUDIES PROGRAM

GEOGRAPHY
201 Geo-Politics.
210 Environmental Conservation.
218 Spain and Portugal: The Iberian Impact.
230 Transportation and Development.

HISTORY
220 The One World of the Twentieth Century.
272 Fascism and Counterrevolution.
346 African American Intellectual History.
378 America in the Nineteenth Century: The Development of the Pragmatic Tradition.

POLITICAL SCIENCE
203 Political Ideas and Ideologies.
212 Political Parties and Elections.
216 American Political Culture.
217 Women and Politics.
218 African-American Politics.
219 Political Socialization.
220 The American Presidency.
221 Congress and the Legislative Process.
223 Urban Politics.
224 Public Administration.
225 State Politics.
230 Classical Political Thought.
231 Modern Political Thought.
232 Legal Theory.
242 American Foreign Policy.
243 Russian Foreign Policy.
244 Foreign Policy of Third World Nations.
250 West European Politics.
251 Russian Politics.
252 Latin American Politics.
253 Asian Politics.
254 African Politics.
260 Law and the Political System.
261 First Amendment Rights.
262 Rights of Defendants.
263 Equal Protection of the Laws.

PSYCHOLOGY
210 Psychology of Business and Industry.
215 Human Sexuality.
216 Mental Health Problems in Contemporary Society.
218 Psychological Problems of the Contemporary Family.
302 Personal Adjustment and Mental Health. May only be taken for credit by psychology majors in the Comprehensive Evening Program. Prerequisite: 105 or 106.
303 Human Development. May only be taken for credit by psychology majors in the Comprehensive Evening Program. Prerequisite: 105 or 106.
317 Psychology of Interpersonal Relationships.

SOCIOLOGY
206 Work and Society.
208 Law and Society.
210 The Computerized Society.
211 Gender and Society.
212 Community and Society.
215 Archaeology.
280 Mass Media and Culture.

EDUCATION
LSE 201 Education and Society.
LSE 211 Ethnicity and Education.
LSE 252 Intelligence, Learning, and Education.
LSE 253 Psychology of Sport Behavior and Athletic Performance.
LSE 254 The Politics of Education.
LSE 258 Education and Social Justice.

WOMEN'S STUDIES
200 Women's Studies: An Interdisciplinary Survey.
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 order 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.

For course descriptions see individual department listings.

LEVEL I

BIOLOGY

101 General Biology I. Lab fee.
102 General Biology II. Lab fee.
103 General Biology III. Lab fee.
110 Selected Topics in the Life Sciences.
111 Biology I. This course may not be taken for credit by students who have previously passed Biology 110.
112 Biology II.

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.* Students who have had a year of chemistry in high school should consider taking Chemistry 111 instead of Chemistry 102 for Level I credit.
109  *General Chemistry.*
111  *General and Analytical Chemistry I.*
113  *General and Analytical Chemistry II.*
115  *General and Analytical Chemistry III.*
131  *General Chemistry I.*
133  *General Chemistry II.*

COMPUTER SCIENCE
110  *Elements of Computer and Information Science.* 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.

ENVIRONMENTAL SCIENCE
105  *Physical Geology* (cross-listed as Geography and Physics 105).

GEOGRAPHY
105  *Elements of Geology* (cross-listed as Physics 105 and Environmental Sciences 105).

MATHEMATICS
112  *Elements of Probability and Statistics: Concepts and Controversies.* This course cannot be taken by Commerce majors.
113  *Elements of Modern Mathematics.* Students should not take this course if they have taken Mathematics 112.
114  *Euclidean Geometry.*
150  *Calculus I.*
151  *Calculus II.*
152  *Calculus III.*
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.*
101  *Atomic and Nuclear Physics.*
104  *Astronomy.*
105  *Physical Geology* (cross-listed as Geography 105 and Environmental Sciences 105).
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. 2 quarter hours credit.
118 Exploring the Universe II. 2 quarter hours credit.
150 General Physics I. Laboratory.
151 General Physics II. Laboratory.
152 General Physics III. Laboratory.
170 University Physics I. Laboratory.
171 University Physics II. Laboratory.
172 University Physics III. 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.
206 Brain and Behavior.
208 Stress, Hormones and the Nervous System.
211 The Body's Defenses.
225 Human Heredity.

CHEMISTRY
200 Problems in Technological Society: Environment and Pollution.
204 Drugs, Chemicals, and Living Systems.
206 Resources in a Technological Society (cross-listed as Physics 207).

COMPUTER SCIENCE
250 Computers and Human Intelligence.

EDUCATION
LSE 256 Science and Learning.
### HISTORY

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HST 259</td>
<td>History of Science (cross-listed as PHY 205)</td>
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</table>

### INTERDISCIPLINARY STUDIES

**220-221-222 Interactions of Science and Civilisation.** Only 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.

### MATHEMATICS

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<th>Course</th>
<th>Title</th>
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<tr>
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<td>Development of Mathematics to the Renaissance</td>
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<td>207</td>
<td>History of Probability and Statistics.</td>
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<tr>
<td>208</td>
<td>Mathematics and Financial Decisions. This course can not be taken by Commerce majors.</td>
</tr>
<tr>
<td>209</td>
<td>Explorations in Mathematics.</td>
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<td>301</td>
<td>History of Mathematics.</td>
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### PHYSICS

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<tr>
<td>201</td>
<td>The Atmosphere and the Oceans.</td>
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<td>204</td>
<td>Frontiers in Astronomy.</td>
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<td>205</td>
<td>History of Physical Science (cross-listed as History 259).</td>
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<td>206</td>
<td>Sound and Acoustics.</td>
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<td>207</td>
<td>Resources in a Technological Society (cross-listed as Chemistry 206).</td>
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<tr>
<td>209</td>
<td>Physics and Society.</td>
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<tr>
<td>222</td>
<td>Natural Science, Technology, and Arms Control (cross-listed as Chemistry 222).</td>
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<tr>
<td>223</td>
<td>Light, Color, and Photography (cross-listed as Art 223).</td>
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### SOCIOLOGY

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<th>Course</th>
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<td>216</td>
<td>Biology and Culture.</td>
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</table>
ADMINISTRATION
RONALD J. PATTON, PH.D., C.P.A.
Dean
JOAN JUNKUS, PH.D.
Associate Dean
ROBERT D. O'KEEFE, PH.D.
Associate Dean
JEANNE M. MALONEY
Executive Assistant to the Dean
ANGELA L. BRUCH, M.E.D.
Assistant Dean and Director
CHERYL HUNTER, M.A.
Associate Director

ADVISING STAFF
STEPHANIE DECCICO
Assistant Director
ANN ANDERSON
Academic Advisor
KAYOKO WAKAMATSU
Academic Advisor

LIBRARIES, FACILITIES, FACULTY

ADMISSION

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
Interdisciplinary Commerce Studies
Management
Business Administration
Marketing
Business Mathematics and Statistics
Established in the autumn of 1912, the College of Commerce began classes on January 13, 1913. Now nearing its 85th anniversary, it ranks 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 validated 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.
THE COLLEGE OF COMMERCE AND CHICAGO

For over three-quarters of a century, the College has been committed to an urban and 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 eighty decades.

FACULTY

Approximately 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 six different units: the Loop Campus Library, the Lincoln Park Campus Library, the Law Library, the O'Hare Campus Library, the Oak Brook Campus Library, and the South 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 659,000 volumes, 298,000 microform volumes, and over 8,800 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 41 other colleges and universities in Illinois. For a fuller description of the resources and services of the University Libraries, consult page 387 of the Bulletin.

ADMISSION

Candidates interested in admission to the College should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 362-8300. The Office of Admission will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $25.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult page 394 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 mission of the College of Commerce is to be a leader in the application and dissemination of knowledge as it relates to business and its role in a global society. Our primary objective is to be responsive to our markets through innovative programs and research that address current issues and anticipate the future.

The college serves individuals and organizations seeking access to the highest quality business education as a means for achieving intellectual and professional goals. The college strives to provide the knowledge, experience, and opportunity for students, staff and faculty to dedicate themselves in a cooperative effort to identify and solve the problems of a global society.

CURRICULUM

The student's academic program consists of two parts: courses in the College of Commerce and courses in the College of Liberal Arts and Sciences. 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 192 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 course of study in the Liberal Studies Program is that part of the student's undergraduate program devoted to liberal education. The program seeks to balance and when necessary augment the course of study in the student's major field. In addition to the 16 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: 16 quarter hours are required, 8 quarter hours in Composition and Rhetoric (105, 104), 8 quarter hours in World Civilizations (103, 106). The College Writing and World Civilizations courses are to be taken before the beginning of the student's sophomore year of studies. They must be taken 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: 3 courses (12 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 and a Level II course in ethics (chosen from Phil/Rel/Mgt 218, Phil 200, Phil/Rel 229, Phil 241, Rel 222, and Rel 283).
Behavioral and Social Sciences: 2 courses (8 quarter hours) are required in the Departments of Psychology, Sociology, Political Science, Economics, or Geography (or other departments designated by the Division). 2 Level I courses in different departments are required.

(Please note: Commerce students will also take Economics 105 and 106 as required courses.)

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 150, 151 or 208, or Computer Science 110. Also, students should consult a College of Commerce academic advisor for preferred course recommendations.)

INTERNATIONAL PERSPECTIVE
International Perspective: 4 course (16 quarter hours).
To fulfill the International Perspective (IP) requirement students may choose one of three curricular options:
- Students who wish to study a modern language may take a three-course sequence, plus an additional complimentary course chosen from the International Perspective course offerings.
- Students who wish to study abroad may select a program of study through the College of Liberal Arts and Sciences to use as IP credit.
- Students may also select four courses from the divisions of Liberal Studies which are available for IP credit. Typically, two courses are selected from the behavioral social sciences and two courses from the humanities. Students submit written proposals for this IP option well in advance of registering for the classes proposed. Students should see a Commerce advisor for assistance.

COLLEGE OF COMMERCE REQUIREMENTS

COMMON CORE
All students in the College must have background in the areas of accountancy, mathematics, economics, business law, finance, management, management information systems and marketing. Students also are required to complete additional studies in the Liberal Arts. Courses in these departments are distributed in the following manner:

PHASE I
Within the first two years of study all students must take the following Commerce and Liberal Arts courses 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 admission to Phase II of the baccalaureate degree):
- Accountancy: 101 Principles of Accounting I; 103 Principles of Accounting II.
- Communication: 220 Public Speaking or 212 Small Group Communication.
- English: 302 Writing for Business Professionals.
- Interdisciplinary Commerce Studies 302: Quantitative Methods of Business.

PHASE II
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 330 Money and Banking in place of Economics 315.)
Interdisciplinary Senior Studies: 391 Senior Seminar; 392 Senior Seminar; 394 Entrepren-
eurship Strategy or 395 Management Strategy.
Management: 300 Managerial Concepts and Practices I; 301 Managerial Concepts and
Practices II.
Marketing: 301 Principles of Marketing; 310 Consumer Behavior.
The final two years of study in the College also include three advanced-level elective
courses. Electives should be chosen in consultation with the student's departmental academic
advisor.

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 peri-
odically during the year.

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

ADMISSION TO PHASE II

Students apply for admission to Phase II of the College of Commerce degree program upon
successful completion of Phase I. A grade of C or better in all Phase I courses and English
103 and 104 and an overall cumulative grade point average of 2.0 is required for admission to
Phase II. Students apply for admission to Phase II through the College of Commerce office.

DECLARATION OF MAJOR FIELD

Declaration of the major field is required by the end of the second quarter in the junior
year. A grade of C- or better is required in each major field course whether taken as an elec-
tive or as a required course provided the cumulative G.P.A. in the major field courses is not less
than 2.0. All grades earned in the major field, regardless of application, are used to calculate
a student's major G.P.A. Students must also have earned a C- or better in all Phase I 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 department chair.
JUNIOR STANDING

A prerequisite of junior standing means that the student must have completed a minimum of 88 quarter hours of coursework and have successfully completed Phase I and English 103 and 104 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 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 419 for additional information.

PRELAW

Prelaw 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, Prelaw 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 Prelaw 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 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 within the College of Commerce. This is accomplished by choosing to use the advanced-level electives in the second major area and taking the additional courses beyond the normal 49 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, Computer Science, 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. 44)
Economics (p. 52)
Finance (p. 58)
Management (p. 67)
Marketing (p. 78)

COMPUTER SCIENCE MINORS:
Computer Science (p. 286)
LIBERAL ARTS AND SCIENCES MINORS:
American Studies (p. 97)         Latin American Studies (p. 181)
Art (p. 100)                     Mathematics (p. 185)
Biological Sciences (p. 107)      Modern Languages (p. 199)
Chemistry (p. 115)               Philosophy (p. 220)
Communication (p. 124)           Physics (p. 227)
Comparative Literature (p. 130)   Political Science (p. 234)
Economics (p. 135)               Psychology (p. 244)
English (p. 141)                 Religious Studies (p. 252)
Geography (p. 151)               Sociology and Anthropology (p. 258)
History (p. 156)                 Women's Studies (p. 275)
International Studies (p. 174)

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 GPA 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 the Center for Professional Education, DePaul University, 1 E. Jackson Boulevard, Chicago, IL 60604, (312) 362-0780.

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.
Known for its innovative programs in accounting, the School of Accountancy has been a major source of graduates for professional accountancy and management information systems 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 and information systems as a vital element in the management of complex organizations; (3) providing the public with education in accounting and management information systems 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

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University of Kentucky

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AMOCO DISTINGUISHED PROFESSORSHIP OF ACCOUNTANCY

Through the generosity of the Amoco Foundation, this chair was established in 1994 and has been held by Professor John McEnroe in recognition of his superior teaching and leadership in accounting education at DePaul University.

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 Belved 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 1998 and has been held by Professor Robert M. Peters in recognition of his superior teaching and leadership in accounting education at DePaul University.

LEDGER & GUILL Distinguished Professorship of Accountancy

Through the generosity of Ledger & Guill, the alumni and friend organization of the School of Accountancy, this named chair was established in 1990 and is held by Professor Mark Frigo in recognition of his superior teaching and leadership in 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 & GUILL SCHOLARSHIPS

The School's chief scholarship programs are the Ledger & Guill Scholarships, the Strobel Scholarships and the Melvoin Scholarships. The merit-based Ledger 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 Ledger Multicultural Award, another full-tuition, four-year renewable scholarship, is available to a first-year accounting student with a multicultural background. Ledger and Guill Scholarships are offered to students in the Strobel Scholars Program.

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.
THE HOWARD AND ROBERTA GOSS SCHOLARSHIPS
Through gifts provided by DePaul alumni Howard and Roberta Goss and the Transco Foundation, partial scholarship funds for superior students from the Greater Chicago Area are available on a needs basis to students studying in the School of Accountancy.

GUY M. ACCETTURA ENDOwed SCHOLARSHIPS
The gift of the Accettura Family, the Guy M. Accettura Scholarships are provided for superior students in DePaul’s College of Commerce studying Accounting or Finance.

THE DELOITE & TOUCHE MINORITY SCHOLAR INTERN PROGRAM
The School, in conjunction with Deloitte & Touche, offers scholarships and summer internships to minority students interested in a public accounting career.

The School also provides scholarships and awards through its Accountancy Scholarship Fund, the Charles Melvin Essay Competition, the Accounting Club Awards, and the Beta Alpha Psi Awards. Total value of school-based scholarships exceeds $100,000 yearly.

ACCOUNTANCY PROGRAM REQUIREMENTS

CPA TRACK
For students planning to become a CPA, the following courses are required:
Accountancy: 203 Cost and Managerial Accounting I; 204 Intermediate Financial Accounting I; 206 Intermediate Financial Accounting II; 308 Advanced Financial Accounting; 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.
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 the second quarter of the senior year.

NON-CPA TRACK
For students who wish to major in accounting but are NOT planning to become a CPA or are NOT planning a career in public accounting, the following courses are required:
Adjustments in programs may be made on recommendation of advisors and upon agreement with the director or designate. 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.

SPECIAL PROGRAMS OR REQUIREMENTS

ADMISSION POLICY

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

To declare a major in Accountancy the following conditions must be met: 1) the student must possess a cumulative G.P.A. of 2.3 or better and an Accounting G.P.A. of at least 2.0 or better; 2) have received a minimum grade of C- for all Phase I courses provided the cumulative G.P.A. for these courses is not less than 2.0; 3) receive at least a C- or better in Accountancy 203 and 204 with an Accountancy cumulative G.P.A. of 2.0 or better; 4) have a combined total accounting G.P.A. and cumulative G.P.A. equal to at least 4.75.

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 second 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 Financial Accounting I; 206 Intermediate Financial Accounting II; and one accounting elective (excluding Business Law 202 and Management Information Systems 130 and 342). 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, which is by invitation, is open only to incoming freshmen.

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 late chair of the Accountancy Department, Eldred C. Strobel. Professor Strobel's distinguished career as an accounting educator spanned thirty-five years, fourteen of which were served as chair. Known for his support of innovative approaches to accounting education, he was the founder of the honors program which now bears his name.
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. Sophomore standing required. 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. Sophomore standing required. Offered every term.

203 Cost and Managerial Accounting I. Provides the conceptual and practical foundation in cost and managerial accounting. Deals with cost accumulation techniques (job, process, standard costing and activity-based costing), cost-volume-profit analysis, joint and by-product costs and relevant cost analysis for decision making. Selected spreadsheet applications will be introduced. Prerequisites: 103 and Management Information Systems 130 or equivalent. 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 all Phase I courses. See page 34.

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. Prerequisites: 203 and Management Information Systems 130 or equivalent, completion of Phase I, and Proficiency Examination. 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. Prerequisites: 204 and Management Information Systems 130 or equivalent. Offered every term.
303  **Cost and Managerial Accounting II.** This course deals with cost management and managerial accounting in decision making. Topics include cost-management techniques, activity-based costing, segment performance evaluation, transfer pricing, capital budgeting, decision making under uncertainty and inventory management (including just-in-time). Students will be exposed to mathematical models, control and decision models, and the use of statistical techniques for cost estimation and control. Computers will be used for problem solving. **Prerequisites:** 203, Phase I and junior standing. Offered every term.

308  **Advanced Financial Accounting.** 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:** a grade of C- or better in 206 and Management Information Systems 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:** Management Information Systems 340 or equivalent. Offered occasionally.

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 completion of Phase I. 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 completion of Phase I. 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 completion of Phase I. 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.
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: varies.

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.

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: varies.

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. Prerequisites: 204 and junior standing or as listed in class schedule. Offered: varies.

Independent Study. Available to students of demonstrated capability for intensive independent work in accountancy. Prerequisite: Written permission of supervising faculty member, chair and director of undergraduate programs 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: Mathematics 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. Prerequisites: 130 or equivalent and completion of at least one course in each of the College of Commerce Phase II required disciplines. Offered: every term.
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, Marketing, 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) have received a minimum grade of C- in each Phase I 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. PRELAW

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 Prelaw student.

Prelaw students should consult with the Prelaw 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., Prelaw 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. Ray W. Coye, 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 Ray W. Coye, Management Department chair.
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.

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ERIC RICHERS, Ph.D.,
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Syracuse University

JACOB TOWBER, Ph.D.,
Professor
University of Chicago

STEPHEN VAGI, Ph.D.,
Professor
University of Chicago

GANG WANG, Ph.D.,
Assistant Professor
University of Illinois, Urbana

YUEN-FAT WONG, Ph.D.,
Professor
Cornell University
COURSES

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 Phase I of the curriculum. See page 34.

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.


157 Calculus and Statistical Analysis for Business III (Honors). Normal and binomial distributions, central limit theorem. Applications to sampling. Student's 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 statistical computing packages. Course content will vary with the needs and desires of individual students. Prerequisite: 142 or 157. Offered variably.
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

MARGARET A. OPPENHEIMER, Ph.D.,
Associate Professor & Chair
Northwestern University

ASHOK BATWIA, M.B.A., M.S.A.,
Lecturer
DePaul University

BALA BATWIA, Ph.D.,
Professor
North Carolina State University

JOHN BERDELL, Ph.D.,
Assistant Professor
University of Cambridge

ELIZABETH BREWER, Ph.D.,
Lecturer
Massachusetts Institute of Technology

FRANK J. BROWN, Ph.D.,
Professor Emeritus
Catholic University of America

GABRIELLA BUCCI, Ph.D.,
Assistant Professor
Johns Hopkins University

JIN CHOI, Ph.D.,
Assistant Professor
Iowa State University

JAMES E. CIENKOWSKI, Ph.D.,
Professor
Purdue University

JAMES J. DIAMOND, Ph.D.,
Professor Emeritus
Northwestern University

FLOYD R. DILL, Ph.D.,
Assistant Professor
Cornell University

THOMAS D. DONLEY, Ph.D.,
Assistant Professor
University of Wisconsin

SETH EDERN, Ph.D.,
Assistant Professor
University of Arizona

DOUGLAS EVANOFF, Ph.D.,
Lecturer
Southern Illinois University

ANIMESH GHOSHAL, Ph.D.,
Professor
University of Michigan

DONALD HANSON, Ph.D.,
Lecturer
University of Illinois

WILLIAM A. HAYES, Ph.D.,
Professor Emeritus
Catholic University of America

ANTHONY KRUTTEN, Ph.D.,
Associate Professor
University of Iowa
DEPARTMENTAL PROGRAM REQUIREMENTS

Economics: 305 Intermediate Microeconomics; 306 Intermediate Macroeconomics; and four electives in addition to 105 Principles of Microeconomics; 106 Principles of Macroeconomics; and 313 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) have received a minimum grade of C- in each Phase I course provided the cumulative G.P.A. in these courses is not less than 2.0; (3) and receive at least a C- in Economics 105, 106 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 second quarter of the junior year.

SPECIAL PROGRAMS

MINOR

Students may obtain a minor in Economics by taking Economics 105, 106, 315 and three Economics electives. 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. PRELAW


II. INTERNATIONAL TRADE

Economics: 342 Statistics for Economics; 399 The Theory of Economic Development; 361 International Trade; 375 Introduction to Econometrics.
III. URBAN ECONOMICS
Economics: 317 American Economic History; 318 Labor Economics and Organization; 342 Statistics for Economics or its equivalent; 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.

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.

105 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: Business Mathematics and Statistics 125. Offered Autumn, Winter, Spring, Summer.

106 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: Business Mathematics and Statistics 125. Offered Autumn, Winter, Spring, Summer.

The following courses may be taken only upon completion of Phase I. See page 34.

305 Intermediate Microeconomics. 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: 105. Offered Autumn, Winter, Spring.

306 Intermediate Macroeconomics. The purpose of this course is to develop macro-economic models that assist in understanding the myriad economic problems facing us today, both domestic and foreign, and in evaluating proposed solutions. These static and dynamic models are used to understand interactions in the macroeconomy, and will serve as a tool in predicting the level of GDP, inflation, unemployment and interest rates. Models included are: traditional short-run Keynesian analysis; the New Classical market-clearing approach; and the recent work in Neo-Keynesian thought. Prerequisites: 105, 106, and a minimal grasp of the basics of differential calculus. Offered Autumn, Winter, Spring.
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: 105. Offered Summer.

Economics of the Urban Environment. Economic principles are used in analysis of problems of pollution, health, transportation, housing and education. Prerequisites: 105 and Junior Standing. Offered Autumn, Spring.

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: 105, Business Mathematics and Statistics 142 or Economics 342 and Phase I. Offered variability.


Introduction to Money and Banking. 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. Prerequisites: 105, 106, and Phase I. Offered Autumn, Winter, Spring, Summer.

European Economic History. Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. Prerequisite: 105 or 106. Offered once a year.

American Economic History. Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. Prerequisite: 105 or 106. Offered once a year.

Labor Economics and Organization. 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: 105. Offered Spring.

Economics and Gender. This course covers economic trends concerning women in the economy and examines economic analyses of gender issues, with special emphasis on gender issues in the work place. The increase in the number of women in the work place has been a major change in labor markets, affecting workers, employers and families. Different economic perspectives are examined to give students an understanding of the range of contributions by economists to this field. The course also examines feminist economics which raises concerns about economic analysis in general and as it is applied to this field. Prerequisite: 105 or 106 with permission of instructor.

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. Prerequisites: 105 and 106. Offered variability.
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. Prerequisites: 105 and 106. Offered variably.

The Economics of Socialism. 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: 105. 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: 105. Offered variably.

Development of Economic Thought. A study of the most influential contributions to our understanding of political economy broadly understood. An historical examination of the development of economic theories with special emphasis placed upon their relevance to presently economic and political issues. Prerequisite: 105 or 106. Offered Autumn.

Statistics for Economics. Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. Prerequisites: 105 and junior standing. Offered variably.

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. Prerequisites: 105 and 106 or permission of chair. Offered variably.

International Economics. This course deals primarily with the trade side of international economic relations, and to some extent with the monetary side. The main objective is the development of analytical tools required for an understanding of the real world. Particular emphasis is placed on currently pressing issues including the impact of trade on domestic employment and income, international trade tensions, and the rise of regional trade blocks. Prerequisite: 105. Offered Autumn, Winter.

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: 105. Offered variably.

Introduction to Econometrics. Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation and correlation. Prerequisites: 105, Business Mathematics and Statistics 142 or Economics 342 and junior standing. Offered Autumn, Spring.
380 Mathematics for Economics and Business I. Sets, functions, limit derivatives, optimization, and some fundamentals of linear algebra. High school algebra background required. Prerequisites: 105 and Phase I. Offered Autumn.

390 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.

395 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. Prerequisites: 105 and 106 or consent of instructor. Offered variably.

398 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.

399 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 undergraduate programs is required prior to registration.
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.,
Professor and Chair
University of Illinois

FRED AREIT, PH.D.,
Professor
Massachusetts Institute of Technology

THOMAS BERRY, PH.D.,
Associate Professor
University of Missouri

SUSANNE CANNON, PH.D.,
Assistant Professor
University of Texas

NICHOLAS DELEONARDIS, M.A.,
Executive in Residence
DePaul University

RICHARD T. GARRIGAN, PH.D.,
Professor
University of Wisconsin

ADAM K. GEHR, JR., PH.D.,
Professor
Ohio State University

JAMES A. HART, J.D., PH.D.,
Professor Emeritus
Fordham University

JOHN L. HOUSTON, PH.D.,
Associate Professor
Northwestern University

KEITH M. HOWE, PH.D.,
Professor and School Chair
University of Nebraska

JOAN JUNKUS, PH.D.,
Associate Professor
University of Illinois

GLENDA WENCHI KAO, PH.D.,
Associate Professor
University of Illinois

THOMAS J. KEWLEY, PH.D., C.F.A.
Professor
Michigan State University

CARL F. LIPT, PH.D.,
Assistant Professor
Georgia State University

JOHN D. MARKELL, PH.D.,
Adjunct Professor
University of Illinois

JOHN N. MAVYS, PH.D.,
Associate Professor
Illinois Institute of Technology

NORMAN D. NICOLSON, PH.D.,
Associate Professor
University of Southern California

WILLIAM M. POPPEL, M.B.A.,
Associate Professor
University of Chicago

FREDERICK SHEPHERD, PH.D.,
Associate Professor
Northwestern University

STEPHEN VOOGT, PH.D.,
Assistant Professor
Washington University

JOSEPH YU, PH.D., C.F.A.,
Associate Professor
University of Chicago
DEPARTMENT OF FINANCE

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 $3,600 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 may be interviewed by the Finance faculty.

THE GUY ACCETURA SCHOLARSHIP
The Guy Accetura Scholarship in Finance is given in the amount of $1,250 to a first quarter senior. The award procedure requires the same application as Campbell Scholarships and will be considered at the same time by the scholarship committee.

NACORE REAL ESTATE SCHOLARSHIP
The NACORE Real Estate Scholarship is awarded each year to an undergraduate student of Junior standing who has chosen a concentration in the field of real estate. The $2,000 award is disbursed one-third per term during the student's senior year. Consideration for this award is based upon academic performance. A minimum GPA on the cumulative level as well as in finance courses is required.

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 three 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) have received a minimum grade of C- in each Phase I course provided the cumulative G.P.A. in these courses is not less than 2.0; (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 Winter quarter of junior year. Students are eligible to declare their major as soon as they have completed Finance 310.
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: 324 Monetary and Fiscal Policy I; 322 Monetary and Fiscal Policy II; 331 Money and Capital Markets.

IV. REAL ESTATE
Finance: 350 Real Estate Analysis; 392 Real Estate Finance; 353 Real Estate Investment; 354 Real Estate Valuation.

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 all Phase I courses.

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. Prerequisites: junior standing, completion of all Phase I courses. 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 Variable.

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.
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.

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.

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.

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.

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. Prerequisites: 311, 330 suggested.
Offered variably.

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.

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. Prerequisites:
320 and 330. Offered Autumn, Winter.

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. Winter, Spring.

International Finance. Capital movements, gold flows, foreign exchange elas-
ticities, restrictive exchange and trade practices, international monetary orga-
nizations and problems engendered by conflicting internal economic policies.
Prerequisites: 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 char-
acteristics of real estate as a field of study. Prerequisite: Finance 310. Offered every
term.
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. Prerequisites: 310 and 350. Offered Variously.

Real Estate Valuation. 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. Prerequisites: 310 and 350. Offered Variously.

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. Prerequisites: 310 and 330. Offered varibly.

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. Prerequisites: By application, 320, 330.

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 varibly.

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 undergraduate programs is required prior to registration.
INTERDISCIPLINARY COMMERCE STUDIES (ICS)

Using an interdisciplinary framework, the ICS courses integrate liberal arts coursework with business coursework as a foundation for development of communication, analytical, cross-cultural and global business skills. The ICS department houses the Interdisciplinary Senior Studies series and the two credit hour Quantitative Methods course. The Foreign Study Seminar Series is also housed in the ICS department. The ICS program is coordinated by the director of undergraduate programs in the College of Commerce and by faculty advisory committees.

INTERDISCIPLINARY SENIOR STUDIES COURSES (ISS)

These courses serve as a capstone senior-year experience. Each course integrates the current societal, political, economic, legal, ethical and other aspects of a world society with the functional areas of business. Course content is designed to equip students to deal proactively with the changing world. The Interdisciplinary Senior seminars enhance students’ verbal, written and interpersonal communication skills while increasing their facility to work in a society characterized by cultural, racial and ethnic diversity. All students take 391 and 392. Students may choose between 394 and 395. Three ISS courses are required.

All courses carry four hours of credit unless otherwise stated.

391  Senior Seminar. This seminar in reasoning will usually take an historical perspective on issues which lend themselves to analytical thought. **Prerequisite:** senior standing. Offered every term.

392  Senior Seminar. This seminar uses contemporary hypothetical and impending topics to introduce students to flexible habits of the mind, enabling them to become original and creative thinkers. **Prerequisite:** senior standing. Offered every term.

394  Entrepreneurship Strategy. This course is an overview of strategic management applied to entrepreneurial enterprises. General business management problems integrating marketing, accounting, finance, and management functions are analyzed from the perspective of the CEO or entrepreneur concerned with start-up and planning of a new or growing venture. The case method is used in this course, and real “live” cases may be analyzed. The entrepreneurial process is investigated, including entrepreneurial characteristics, trends in the small business sector of the global economy, start-up and growth strategies, and nurturing creativity in organizations. **Prerequisite:** degree candidate in senior year. Offered Autumn, Spring.

395  Management Strategy. Management strategy is a course which synthesizes the functional business activities into a general management perspective of the business enterprise. This course presents a conceptual framework for understanding the operation of the firm within the global business environment. Corporate strategy is examined from the perspective of strategic choice, the link between strategy and organization, and the management of strategic change. Examples will be drawn from service, manufacturing, and not-for-profit organizations. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations. **Prerequisites:** degree candidate in senior year. Offered every term.
For further information on the interdisciplinary Senior Studies curriculum, please contact the ISS faculty. Members of the ISS faculty include: Tom Berry, Angela Bruch, John Burton, Ray Coye, Lisa Gundry, Tom Kewley, John Mathys, Michael Miller, Tom Mondshean, Suzanne O’Curry, Laura Owen, Gerhard Plasscha, Robert Pitts, Bill Poppe, and Ovais Succari. They can be reached through the undergraduate College of Commerce.

**INTERDISCIPLINARY COMMERCE STUDIES COURSES (ICS)**

**302 Quantitative Methods of Business.** This course focuses on estimating and analyzing statistical relationships with regression analysis. **Prerequisite:** Completion of BMS 125, 126, and 142, and sophomore standing. Should be taken as last course in Phase 1. Offered every term.

**398 Special Topics.** Content and format of this course is variable. Subject matter will be listed in the University class schedule. Typically these courses will be used for the Foreign Study Seminar Series. **Prerequisite:** Listed in University class schedule. Offered variably.

**399 Independent Study.** Available to students of demonstrated capability for intensive work in interdisciplinary studies. **Prerequisite:** Written permission of instructor and director of undergraduate programs.

**FOREIGN STUDY SEMINAR SERIES**

The College of Commerce Driehaus International Center coordinates a number of foreign study seminars for undergraduate academic credit. These seminars study specific countries or regions with a focus on comparative global and local business practices. Classes are held at DePaul prior to departure for the country or region in which the course is located. The seminar format allows for formal and informal company visits in the host location. Past seminars have taken place in Germany, the Czech Republic, Europe and the Pacific Rim. For details on the current seminar options, please contact the Driehaus International Center at (312) 362-5010.
The Department of Management provides a curriculum of interrelated courses and learning experiences that focuses on the management process in order to prepare students for managerial careers in business, government, and non-profit institutions in our society. Management principles emphasize the use of fundamental knowledge in coordinating the endeavors of people toward organizational goals. The management process is universal; it is applicable and transferable to all functional areas of an organization.

The degree of complexity and uncertainty inherent in contemporary organizations places considerable demands on the individual student to understand multiple perspectives in dealing with organizational issues. The rigor of uncertainty and ambiguity require that the student exhibit a high degree of skill in analysis, synthesis, and conceptual ability. To this end, the department offers the opportunity to tailor coursework to student needs or to follow one of the outlined career orientations. Entrepreneurship, Human Resources Management, Management of Service Organizations and Operations and Materials Management.

The overriding philosophy and objective of the department is the development of skills that are used in a variety of management positions. The aims of the department are to develop greater understanding of the interrelatedness of knowledge from various disciplines in the College of Commerce. Emphasis is given to the relevance of such knowledge to the pressing issues confronting today's institutions, such as managing in the global economy; the social responsibility of business; management of total quality, labor-management relations; employee empowerment; productivity improvement; enterprise development; and the resolution of conflict within and among organizations.

**FACULTY**

RAY W. COVE, PH. D.,
Associate Professor and Chair
University of Oregon

ADNAN I. ALMANEY, PH. D.,
Professor
Indiana University

ABDUL J. ALMAN, PH. D.,
Professor
University of Chicago

JAMES A. BELCHER, PH. D.,
Associate Professor
University of Cincinnati

STEVEN BRIGGS, PH. D.,
Associate Professor
University of California, Los Angeles

MICHAEL J. BRUSCO, PH. D.,
Assistant Professor
Florida State University

RONALD W. DAVIES M.M.,
Lecturer
Northwestern University

PATRICK DEVREUX, M.B.A.,
Lecturer
DePaul University

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Cornell University
COLEMAN FOUNDATION ENDOwed CHAIR IN ENTREPREneurship

Through the generosity of the Coleman 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 up to three students who are Management majors as part of the Ryan Scholars program. Each designated scholar is awarded $1,000 each term for up to three terms. Management majors interested in applying for this special recognition 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) have received a minimum grade of C- in each Phase I course provided the cumulative G.P.A. in these courses is not less than 2.0; (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.

CAREER ORIENTATIONS

A program of study in the Management Department consists of six courses in the major area and may be tailored to the specific needs of the individual student or may follow one of the recommended career orientations.

I. ENTREPRENEURSHIP

Students interested in being self-employed or working with entrepreneurs in a professional capacity should consider entrepreneurship as a career track. Graduates have either started businesses themselves, taken on family businesses, or have been hired by banks, consulting firms, CPA firms, venture capital firms, and other organizations which serve small business owners as clients. In designing their program, students are strongly advised to consult entrepreneurship faculty for recommendations on course selection. The program coordinator is Dr. Harold Welsh.

Courses in this career orientation focus on such issues as developing business plans and feasibility studies, family business enterprises, new product management, global entrepreneurship, entrepreneurship in the arts and investigating opportunities for new products and services. Students should take Interdisciplinary Senior Studies 394 Entrepreneurship Strategy in lieu of Interdisciplinary Senior Studies 395 Management Strategy.

II. HUMAN RESOURCE MANAGEMENT

Students interested in the study of Human Resource Management are strongly advised to consult Human Resource Management faculty for recommendations on course selection. The program coordinator is Dr. Nicholas Mathys.

Courses from the following list are suggested to prepare the student for a career in personnel, labor relations, or a general management position in understanding of the utilization of human resources in the organization: 302 Organizational Behavior; 307 Human Resource Management; 320 Training and Development; 330 Recruitment and Selection; 332 Human Resource Planning; 333 Labor Law; 334 Collective Bargaining; 335 Compensation; 336 Arbitration of Employee Disputes; 339 Human Resource Policy and Practice (designed to be taken at the end of the major); 360 Leadership; 398 Special Topics (when topics relate to Human Resource Management).
III. MANAGEMENT OF SERVICE ORGANIZATIONS

Students interested in management of service organizations are strongly advised to consult Service Management faculty for recommendations on course selection. The program coordinator is Dr. Ray Coye.

Courses from the following list are suggested to prepare students for a career in management in a service organization or a service function of a manufacturing firm: 345 Service Sector Management; 346 Advanced Topics in Service Sector Management; 322 Management and Measurement of Quality; 302 Organizational Behavior; 307 Human Resource Management; 320 Training and Career Development; 360 Leadership Theory and Practice; 361 Organizational Development.

IV. OPERATIONS AND MATERIALS MANAGEMENT

Students interested in the field of operations and materials management are strongly advised to consult Operations Management faculty for recommendations on course selection. The program coordinator is Dr. Earl Young.

Courses from the following list are suggested to prepare the student for a career involving the manufacturing, inventory, purchasing, and distribution activities of the organization: 315 Materials Management; 322 Management and Measurement of Quality; 323 Principles of Purchasing Management; 351 Operations Research for Management; 398 Special Topics (when topics relate to Operations Management).

SPECIAL PROGRAMS

MINOR

A student may obtain a minor in Management by completing the following courses: 300 Managerial Concepts and Practices I; 301 Managerial Concepts and Practices II; Interdisciplinary Senior Studies 395 Management Strategy (or Interdisciplinary Senior Studies 394 Entrepreneurship Strategy if taken in lieu of 395) 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 all Phase 1 courses. See page 34.

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. Corequisites: Religious Studies 100, Philosophy 100. Offered every term.

300  Managerial Concepts and Practices I. Effective application of managerial tools and techniques to continually improve an organization's competitive position in the marketplace. The course focuses on the application of concepts and practices at the environmental, system and organizational levels. The emphasis in the course is on the use of quantitative and behavioral tools and techniques by managers to make decisions related primarily to the design and planning functions. Management 300 and 301 are an integrated sequence and must be taken in order. Prerequisite: Junior Standing. Offered every term.

301  Managerial Concepts and Practices II. Effective application of managerial tools and techniques to continually improve an organization's competitive position in the marketplace. The course focuses on the application of concepts and skills at the interpersonal and individual levels. The emphasis in the course is on the use of quantitative and behavioral tools and techniques by managers to make decisions related to the analysis and control functions. Management 300 and 301 are an integrated sequence and must be taken in order. Prerequisites: Management 300. Offered every term.

302  Organizational Behavior. This course focuses on the nature and consequences of human behavior in organizations. The prediction, explanation and management of individual and group behavior in the organization is dependent upon an understanding of the concepts of organizational behavior. Classroom experiences will focus on both understanding and practicing these concepts. Topics cover both the individual level—e.g., perception, attitudes, motivation—and the group level—e.g., leadership, group dynamics, communication, power and politics, and decision making. Prerequisite: 300. Offered Autumn and Spring.

303  Organizations. An interdisciplinary approach for establishing the organization structure as the coordinating element to all group effort. Theories of organization are examined. Course objectives focus on developing a systematic frame of reference for future organizational design and viability within a dynamic business community. Prerequisite: 300. Offered variable.

307  Human Resources Management. 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.
Communications. Everything we say and do, every action and reaction communicates something. That is why ineffective interpersonal communication is the single greatest cause of difficulties between people. "Communication for Managers" addresses this problem. It is designed to help students develop practical skills, or refine those they already possess, for dealing effectively with people. Whether you manage others or only your own life, the principles and concepts discussed in this course can contribute significantly to professional and personal development. Offered Winter.

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. Prerequisites: 300 and BMS 142. Offered variably.

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.

Materials Management. Analysis of the materials management process as a closed loop planning and control system, including production planning, master production scheduling, material requirements planning, production activity, and inventory management is also reviewed. Selected software packages are used to analyze these activities integrating materials management with corporate level planning processes. Prerequisite: 301. Offered Winter.

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 Autumn.

The Management and Measurement of Quality. The theory and application of the concepts, principles and tools of modern quality control and management in manufacturing and service organizations. Specific topic areas include product design, process control, vendor selection and certification, quality information systems, quality costs, customer contact, and TQM philosophies and techniques. Prerequisite: 301. Offered Autumn.

Principles of Purchasing Management. Analysis of the purchasing function, including requests, sourcing, solicitation and evaluation of bids and quotations, buying methods, vendor analysis, and contract execution. Organization and management of the purchasing function with emphasis on intra-company relationships, especially with logistics and general management. Prerequisite: 301. Offered Spring.
330  **Recruitment and Selection.** An examination of the recruiting and selection process used by organizations in the public and private sector. 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. **Offered Autumn, Winter.**

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.**

332  **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.**

333  **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 of highlighting the legitimate interests of both unions and employers. **Prerequisite:** 307. **Offered Winter.**

334  **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 Spring.**

335  **Compensation.** Pay and benefit practices including job evaluation, salary surveys, individual and group performance-based pay, health insurance, and pensions. The objective of this class is to help line managers and human resource department staff members understand pay and benefit plans and communicate those plans to employees. Theory and practice are combined in practical projects. **Prerequisite:** 307. **Offered Winter, Spring.**

336  **Arbitration of Employment Disputes.** A study of the process by which third-party neutrals are called in to hear and decide employment disputes. Examination of contract interpretation principles and standards of employment equity is a major part of this course. The course focuses primarily on the unionized sector, but non-union and managerial applications are covered as well. **Prerequisite:** 307. **Offered variably.**

339  **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 line 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. **Prerequisites:** 307 and senior standing. **Offered Winter, Spring.**
Service Sector Management. The intangible nature of services creates special challenges for the management of service organizations. These challenges are considered through examples drawn from various service industries—e.g., banking, transportation, hotel/restaurant, and retail—and from internal service functions such as personnel, information processing and production planning. Discussion, exercises, and assignments focus on the nature of service operations, decisions faced in the management of services and tools available to facilitate effective and efficient service delivery. Topics covered include: the service economy, service concept, design of service delivery systems, staffing delivery systems, capacity management, quality control, and service strategy. Prerequisite: 301. Offered Winter.

Advanced Topics in Service Sector Management. Selected operations management topics are developed from the perspective of the design and management of service operations. A case and problem-solving approach is used to cover such topics as forecasting, service location and delivery system layout, capacity planning and utilization, and management of service quality. Prerequisites: 301 and 345. Offered 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: Global Entrepreneurship. Developing awareness of international business operations, practices and environment. The entrepreneurial aspect of this class is designed to bridge the gap between international business as a body of knowledge and entrepreneurship as an activity. The course is career-oriented. It provides the necessary methods and tools to face the challenges and exploit the opportunities in our global markets. It will develop the student's knowledge and skills of the exporting, importing, sourcing and networking processes. Prerequisite: Senior Standing. Offered Autumn, Spring.

Leadership. Leadership is a social influence process, the success of which is dependent upon certain skills (e.g., communication, conflict resolution) and situational factors (e.g., task characteristics, organizational structure). This course applies traditional and contemporary leadership theory to the development of individual leadership skills. Classroom experiences focus on understanding and practicing skills associated with effective leadership. Prerequisite: 300. Offered Autumn, Winter.
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. Prerequisites: 300. Offered variably.

Business Plan Development. A business plan is an important strategic tool required to help establish the direction of an enterprise and attract capital required to run the business. It incorporates and integrates the functional areas of business and puts into practice many of the concepts and theories acquired in other classes. It describes the overall business venture, the product or service, the customers, the competition, the marketing, the legal structure, the operations, the human resources plan, the break-even analysis, the financing and all those things that are required to run a business. It helps to identify many unanticipated factors and reality-tests critical assumptions, thereby creating a roadmap for a successful enterprise. Students are encouraged to identify a business opportunity and develop their own business plan. Prerequisites: Management 300, 301. Offered Autumn.

Family Business Enterprises. The structure of the U.S. economy is based on the operation of well over 10 million family businesses. Family businesses represent the interests of two distinct yet overlapping institutions and are the link of two dominant factors: the firm and the family. The intricate affairs of family relations and business responsibility are all contained in one relationship. Conflicts between the needs and purposes of each entity arise, resulting in critical dilemmas relating to business ownership, succession, sibling rivalry, estate planning and unique problems facing the family. A number of topics are examined: family firm culture and dynamics, tax issues, family conflict, planning for the growing business through successive generations, insurance and legal issues. Real life family business cases are examined in depth and family business owners serve as invited speakers. Prerequisites: Management 300, 301. Offered Winter.

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, chair, and director of undergraduate programs is required prior to registration.

Legal and Ethical Aspects in the Business Environment. Study of the nature and philosophy of law including ethical perspectives and fundamental concepts and legal principles of sales contracts, product liability, business organizations, and employment law including ethical and social responsibilities in the managerial process. Prerequisite: sophomore standing. Offered every term.
202  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.

203  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.

204  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.

300  Real Estate Law. 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.

398  Special Topics. Content and format of this course are variable. An in-depth study of current issues in legal studies. Subject matter will be indicated in class schedule. Prerequisite: as listed in class schedule. Offered variably.

399  Independent Study. Available to students of demonstrated capability for intensive independent work in business law. Prerequisite: Written permission of supervising faculty member, chair and director of undergraduate programs is required prior to registration.
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

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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. The Center fosters a practical three-way partnership by addressing business needs, utilizing faculty skills and developing outstanding students.

DEPARTMENTAL PROGRAM REQUIREMENTS

The department offers two options for Marketing majors: (1) Customized Marketing Program, where students select electives based on career interests and (2) the Integrated Marketing Education (IME) which is designed to model the progression of a marketing professional.

CUSTOMIZED MARKETING PROGRAM

Marketing: 305 Introduction to Marketing Research; 355 Marketing in a Global Environment; and four marketing electives. A student may choose to take 393 as one of the four electives.

INTEGRATED MARKETING EDUCATION

Marketing: 356 Marketing Analysis and Planning; 357 Management of Marketing; 358 Marketing in a Global Environment; and 393 Marketing Internship to be taken any time after the completion of Marketing 301. Students opting for this track must submit an application to the Department of Marketing for faculty approval. Applications can be obtained from the Department of Marketing in Suite 7200, DePaul Center. This sequence is offered as a senior-year experience and offered as follows during the day only: 356 Autumn, 357 Winter, and 358 Spring.

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) have received a minimum grade of C- in each Phase I course; provided the cumulative G.P.A. in these courses is not less than 2.0; (3) receive at least a C- in Marketing 301 and 310 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.

MARKETING CONCENTRATION

The Customized Marketing Program provides students with the flexibility to tailor their programs to fit a wide array of career interests. Graduates with a marketing major have many career opportunities in the various areas of marketing such as advertising, marketing research, sales management, or marketing management. The department offers electives that focus in each area. Majors may wish to group their elective courses with a specific career orientation in mind although this is not required.
I. 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 elective courses such as Marketing 320 Principles of Advertising; 331 Retail Management; 352 New Product Management; 360 International Marketing; 365 Industrial Marketing; and 370 Personal Selling.

II. 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 on 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: 320 Principles of Advertising; 352 New Product Management; 360 International Marketing; 365 Industrial Marketing; and 390 Service Marketing.

DePaul Marketing students may combine their majors 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 MANAGEMENT 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, page 197, for a complete listing of available courses.) A commercial language certification examination is available upon completion of the Modern Language Option.

INTERNATIONAL MARKETING MANAGEMENT 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 Asia's Pacific Rim; 316 The European Union; 317 Eastern Europe and the Russian Realm; 326 Mexico, Central America and the Caribbean: Physical, Economic and Cultural Contrasts.
Management: 357 International Business Management.
Political Science: 140 Conflict and Cooperation Among Nations; 344 World Political Economy; 361 International Law.
Sociology: 102 Cultural Anthropology.
III. 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 305 Marketing Research; 320 Principles of Advertising; and 352 New Product Development.

IV. 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 dispensing 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.

V. 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. Students would benefit from Marketing; 320 Principles of Advertising; 369 Industrial Marketing; and 370 Personal Selling.

INTEGRATED MARKETING EDUCATION

The Integrated Marketing Education concentration is designed to prepare students for a career as a marketing professional. The curriculum features a highly innovative format that emphasizes doing as the basis for learning. The program integrates state-of-the-art computer-based communication, analysis and presentation technology with a team approach to provide a learning environment that prepares the student to enter today’s business environment. The concentration features a real world focus built upon strong links to the Chicago business community.

The Marketing concentration (24 credit hours) consists of a sequence of 3 highly integrated courses and an internship with a local business. Students move through a lock step program of sequential levels encompassing (1) information gathering and analysis, (2) tactical decision-making and (3) strategic planning. At each level of the sequence student teams will work toward the completion of “milestone” projects that reflect the activities of the marketing manager in a competitive environment. Skills and knowledge necessary for the accomplishment of each milestone are delivered in integrated knowledge modules by members of the teaching team.

The sequence of courses is 356 Marketing Analysis and Planning (8 credit hours); 357 Management of Marketing (8 credit hours); and 358 Marketing in a Global Environment. Students may also complete 393 Marketing Internship that may be taken after completion of 301 Principles of Marketing.

The Integrated Marketing Education curriculum incorporates a number of unique learning experiences. These include:

Company Association: Each IME level (I-III) will have one or more “Partner Companies” involved closely in the work process for the students.
DEPARTMENT OF MARKETING

Milestones: Each IME level will have several specific team projects called “milestones.” Milestones are designed to reflect the activities and decisions of a marketing professional as he or she progresses through a career in marketing. The milestones are specific tasks that each student, as a member of a team, will be asked to accomplish. These will become part of each student’s work portfolio and demonstrate what the student has accomplished during the IME experience.

Team Work Activities: All IME levels focus on instituting team ideals. One of the most critical concerns identified by the business community is that successful managers be able to function as team members. Much of the teamwork activity will be done in class so that the faculty and business mentors may evaluate teamwork skills and provide coaching as necessary.

Information/Data Base: One element that makes marketing unique among business disciplines is the information used to make decisions. All IME levels will introduce students to the application of data bases and other sources of information that marketing professionals use for decision making.

Analysis or Lab Activities: As each IME level unfolds, students will be introduced to analysis techniques needed to draw conclusions from data. Students will also be introduced to word processing, spreadsheet, data base management and presentation software packages integral to analysis and effective presentations.

Evaluation: In general, evaluation will be based on examination and project activities. Students will be expected to learn proper teamwork skills, therefore the application of teamwork will be an important part of each student’s evaluation in the program.

Internships: A directed internship with a local business is an integral part of the marketing concentration. At present the department has paid and non-paid internship relationships with over 100 local firms.

SPECIAL PROGRAMS

COLLEGE OF COMMERCE MINORS

A student may obtain a minor in Marketing by completing the following courses: 301 Principles of Marketing; 310 Consumer Behavior; 305 Introduction to Marketing Research; 315 Marketing in a Global Environment; and two electives. Students may declare a minor in Marketing by completing a Declaration of Minor Form which can be obtained in the College of Commerce Undergraduate Office. 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; and (2) a cumulative G.P.A. of 2.0 in all academic work.

NON-COLLEGE OF COMMERCE MINORS

A student may obtain a minor in Marketing by completing the following courses: an Introduction to Business course or approved substitution; 301 Principles of Marketing; 310 Consumer Behavior; 305 Introduction to Marketing Research, and two electives. Students may declare a minor in Marketing by completing a Declaration of Minor Form which can be obtained in the College of Commerce Undergraduate Office. 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; and (2) a cumulative G.P.A. of 2.0 in all academic work.
COURSES

All courses carry four hours of credit unless otherwise stated.
The following courses may be taken only upon completion of the Phase I courses. See page 34.

301 Principles of Marketing. 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. Prerequisites: phase I and junior standing. Offered every term.

305 Introduction to Marketing Research. Introduction to analysis of marketing research. Emphasis is on interpretation and evaluation of marketing research studies. Some knowledge in elementary statistics is recommended. Prerequisites: 301 and phase I. Offered variably.

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 classes, reference groups, marketing media and institutions. Prerequisites: phase I and junior standing. 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: 301 and 310. Offered variably.

322 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.

331 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: 310. Offered variably.

352 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. Prerequisites: 310 and 305. Offered variably.

358 Marketing in a Global Environment. This course provides a strategic perspective for marketing management in a global environment. The course addresses company organization, industry structure, firm's competitiveness, marketing activities, and market-entry strategies. Stresses intensive case instruction. Offered variably.

360 International Marketing. Forces that shape international trade and strategies open to the marketing executive; major decisions and problems are reviewed. Prerequisite: 310. Offered variably.
365  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: 310. Offered variably.

370  Personal Selling. Application of the behavioral sciences to personal selling; new perspectives to the personal selling process. Prerequisite: 310. Offered variably.

390  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: 310. Offered variably.

393  Marketing Internship. Internships provide an opportunity to obtain valuable professional experience and contacts in advertising agencies, manufacturing, services, public relations agencies, and communications. Marketing majors are strongly urged to complete one quarter of intern credit. The department's internship coordinator will work with each student to obtain placement. Marketing internships may be taken with approval of the coordinator, any quarter after the completion of Marketing 301 Principles of Marketing.

398  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, and direct marketing. Prerequisite: 310 or as listed in class schedule. Offered variably.

399  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 undergraduate programs is required prior to registration.

INTEGRATED MARKETING

The IME courses of the marketing concentration are designed to be taken in sequence.
IME Level I (356) is a prerequisite for IME Level II (357), followed by IME Level III (358). Marketing Internship (393) may be taken at any time following the completion of Marketing 301. The 356, 357, and 358 sequence is intended to be a senior year experience and can be started only in the Autumn quarter. Prerequisites: 301, 310 and faculty approval. (Note that 301 and 310 may be taken concurrently.)

IME LEVEL 1

356  Marketing Analysis and Planning. The first course of the IME sequence addresses marketing information gathering, analysis and planning. Students will learn how to conduct secondary research at the company and industry level for analysis of a firm's competitive situation. This analysis will be drawn from real-time cases from sponsoring Chicago-area companies. Computer techniques for analysis and presentation will be introduced for application throughout the IME sequence. Emphasis is placed on effective communication in oral and written presentation. Students will learn techniques of persuasive presentation, target market identification, target market analysis, positioning, benefits analysis, mass media effects and marketing and advertising strategies. Milestones will include the preparation and presentation of the situation analysis elements of a marketing plan. 8 quarter hours. Offered every Autumn.
IME LEVEL II

357 Management of Marketing. The second course in the IME sequence acquaints the student with the knowledge and skills necessary for the management of marketing activities including marketing plan preparation and tactical decision-making in changing situations. (1) Students will build upon the situation analysis and presentation skills acquired in the IME Level I, by developing skills necessary to prepare and present a marketing plan. (2) Tactical managerial decisions to be addressed include product/service management, competitive pricing decisions, distribution, and promotion decisions as faced by the manager of marketing activities in the day-to-day life of the firm. Students will learn to develop sales forecasts and budgets and apply control and analysis techniques to evaluate marketing operations. Course milestones will include market plan development and presentation to internal as well as external groups, and the presentation of analysis and recommendations to address the day-to-day management of marketing operations. Students will work in teams to address a marketing problem provided by a sponsoring Chicago-based company. This problem will require students to use available secondary data to analyze the current market situation, and analyze and interpret primary data necessary to make decisions. 8 quarter hours. Offered every Winter.

IME LEVEL III

358 Marketing in a Global Environment. This final course in the IME sequence provides a strategic perspective for marketing management in a global environment. The course will address company organization, industry structure, firm's competitiveness, marketing activities, and market-entry strategies. Course milestones will address the issues and decisions normally associated with international market expansion. The course is a hands-on learning experience for the student/team through the introduction and interaction with a Chicago-based company currently involved in international business. 4 quarter hours. Offered every Spring.

MARKETING INTERNSHIP

393 Marketing Internship. Internships provide an opportunity to obtain valuable professional experience and contacts in advertising agencies, manufacturing, services, public relations agencies, and communications. IME Marketing majors are required to complete one quarter of intern credit. The department's internship coordinator will work with each student to obtain placement. Marketing internship may be taken, with approval of the coordinator, any quarter after the completion of Marketing 301 Principles of Marketing. In lieu of internship, IME students may, with approval of the chair, elect to complete a Marketing elective.
ADMINISTRATION

Michael L. Mezey, Ph.D.
Dean

Carolyn Narasimhan, Ph.D.
Associate Dean for Grants,
Research and College Development

Charles Siechar, Ph.D.
Associate Dean for
Undergraduate Studies

Larry Mayo, Ph.D.
Associate Dean for
Student Services

Jacqueline Taylor, Ph.D.
Associate Dean for
Graduate Studies

Marilyn Wortel, B.Mus.
Administrative Assistant to the Dean

Linda Greco, B.A.
Director of Publications
and Special Events

Victoria Swerek, M.A.
Project Coordinator

Lynda Flagg, B.A.
Room Coordinator

UNDERGRADUATE OFFICE

Gerald Paetsch
Senior Academic Advisor

Patricia A. Rostan Huerta, M.Ed.
Coordinator of First Year Program

Karen A. Bryant, B.A.
Academic Advisor

Terry McCormick, B.A.
Academic Advisor

Dorothy Washington-Calvin, M.A.
Academic Advisor

Faye Bracey
Office Manager

INTERNSHIP OFFICE

William Pelz, Ph.D.
Assistant Director

GRADUATE OFFICE

Randall Honold, Ph.D.
Academic Advisor

Carol Goodman-Jackson
Manager
ACADEMIC DEPARTMENTS AND PROGRAMS

LIBERAL ARTS AND SCIENCES

American Studies
Art
Biological Sciences
Chemistry
Clinical Laboratory Science
Communication
Comparative Literature
Economics
English
Environmental Sciences
Geography
History
Honors Programs
Interdisciplinary Studies
International Studies

Jewish Studies
Latin American Studies
Mathematical Sciences
Military Science
Modern Languages
Nursing
Philosophy
Physics
Political Science
Psychology
Religious Studies
Social Sciences
Sociology and Anthropology
Urban Studies
Women's Studies
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.
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 Loop 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 387 of the Bulletin.

ADMISSION

Candidates interested in admission to the College should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604. Telephone: (312) 362-8300. The Office of Admission will provide each candidate with the required forms and instructions for filing the application. A nonrefundable application fee of $25.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult page 394 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 164 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
- Economics
- English
- Environmental Studies
- Geography
- History
- International Studies
- Jewish Studies
- Latin American Studies
- Mathematical Sciences
- Modern Languages
  (French, German, Italian and Spanish)
- Nursing
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Social Science
- Sociology
- Urban Studies
- Women’s 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 Liberal 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. 97)
Art (p. 100)
  General Art
  Art History
  Painting
  Sculpture
  Printmaking
  Photography
  Design

Biology Sciences (p. 107)

Chemistry (p. 112)

Communication (p. 124)
  General Communication
  Language and Culture
  Communication Studies
  Media Studies

Comparative Literature (p. 130)

Economics (p. 135)

English (p. 141)
  Literature
  Creative Writing
  Professional Writing

Geography (p. 151)

History (p. 156)

International Studies (p. 174)

Latin American Studies (p. 181)

Mathematics (p. 185)
  General Mathematics
  Statistics

Modern Languages (p. 199)
  French
  German
  Italian
  Japanese
  Spanish

Philosophy (p. 220)

Physics (p. 227)
  General Religious Studies
  Microelectronics

Political Science (p. 234)
  American Politics
  International Politics

Psychology (p. 244)
  Experimental
  Industrial/Organizational
  Applied

Religious Studies (p. 252)
  Roman Catholic Studies

Sociology and Anthropology (p. 258)
  Anthropology
  General
  Sociology
  Health and Human Services
  Juvenile Justice
  Law and Society
  Urban Sociology

Women's Studies (p. 275)
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 106; *Computer Science 110 (or equivalent); *Mathematics 112 (or equivalent); Economics 105; 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 310 (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.)

MINORS IN THE SCHOOL OF COMPUTER SCIENCE, TELECOMMUNICATIONS, AND INFORMATION SYSTEMS

Students enrolled in the College of Liberal Arts and Sciences may obtain a minor in Computer Science, Information Systems, Data Analysis or Computer Graphics. Those with little or no experience in the use of computers and/or in mathematics should consider taking one or more of the following courses: Business Mathematics 125; Business Calculus I; Mathematics 130 College Algebra and Precalculus; Computer Science 110 Elements of Computer Science and Information Science, 150 Introduction to Computer Systems and Programming; Management Information Systems 130 Introduction to Computer Technology and Methodology, 340 Management Information Systems.

COMPUTER SCIENCE MINOR


Mathematics: 140 Discrete Mathematics I, 141 Discrete Mathematics II.

INFORMATION SYSTEMS MINOR


DATA ANALYSIS MINOR

Computer Science: 240 Personal Computing for Programmers, 268 The Human-Computer Interface. Three of the following: 323 Data Analysis and Statistical Software I, 324 Data Analysis and Statistical Software II, 328 Data Analysis for Experimenters, 334 Advanced Data Analysis.

COMPUTER GRAPHICS MINOR


Mathematics: 140 Discrete Mathematics I, 141 Discrete Mathematics II.
MINOR IN EARLY CHILDHOOD EDUCATION

Students enrolled in the College of Liberal Arts and Sciences may obtain a minor in Early Childhood Education by completing the seven courses listed below: Early Childhood Education: 286 Creative Arts; 290 Child Growth and Development; 302 Child Family and the Urban Environment; 304 History and Administration of Early Childhood Education; 307 Speech and Language of Early Childhood Education; 309 Exceptional Child Growth and Development; 310 Preprimary Programs: Curriculum and Strategy.

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 in 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 Composition and Rhetoric (103, 104) 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.

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 164 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 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.

PRELAW 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 in the undergraduate level.

Prelaw 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, prelaw 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, prelaw 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 most academic years include:

QUARTER PROGRAMS

FLORENCE, ITALY (AUTUMN)
BEIJING, CHINA (AUTUMN)
BUDAPEST, HUNGARY (AUTUMN)
HARARE, ZIMBABWE (AUTUMN)
MADRID, SPAIN (AUTUMN)
MERIDA, MEXICO (WINTER)
ATHENS, GREECE (WINTER/SPRING)
SHEFFIELD, ENGLAND (WINTER/SPRING)
PARIS, FRANCE (SPRING)
BONN, GERMANY (SPRING)
NAGOYA, JAPAN (SPRING)
KRAKOW, POLAND (SPRING)

EXCURSIONS

LONDON, ENGLAND (DECEMBER)
MALTA (DECEMBER)
FEZ, MOROCCO (DECEMBER)
NOCALES, MEXICO (DECEMBER)
SOUTH AFRICA (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, SAC 506.
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

GARY SMITH, Ph.D.,
Associate Professor and Director (English)
Stanford University

THEODORE ANTON, M.F.A.,
Assistant Professor (English)
University of Iowa

RANJEET CHATTERJEE, Ph.D.,
Assistant Professor (English)
University of Chicago

CAROL KIMBERLY CYGANOWSKI, Ph.D.,
Associate Professor (English)
University of Chicago

RICHARD D'CORDOVA, Ph.D.,
Associate Professor (Communication and English)
University of California, Los Angeles

ALBERT RIEBEACHER, Ph.D.,
Professor (History)
University of Wisconsin, Madison

ELLEN ESSLINGER, Ph.D.,
Assistant Professor (History)
University of Chicago

ROBERT A. GARNER, Ph.D.,
Professor (Sociology)
University of Chicago

ROSEMARY GOODEN, Ph.D.,
Assistant Professor (History)
University of Michigan

HUGH J. INGRASCI, Ph.D.,
Associate Professor (English)
University of Michigan

KATHLEEN F. KANE, Ph.D.,
Assistant Professor (Communication)
Northwestern University

HOWARD LINDSEY, Ph.D.,
Assistant Professor (History)
University of Michigan

LUCY XING LU, Ph.D.,
Assistant Professor (Communication)
University of Oregon

THEODORIC MANLEY, JR., Ph.D.,
Assistant Professor (Sociology)
University of Chicago

FELIX MARCIO-PILOTO, Ph.D.,
Associate Professor (History)
Florida State

ANNANNA B. MCCLOUD, Ph.D.,
Assistant Professor (Religious Studies)
Temple University

CHRISTOPHER MOBLEY, Ph.D.,
Assistant Professor (Political Science)
Purdue University

LAWRENCE OGEN, Ph.D.,
Assistant Professor (Economics)
Yale University

MARK POHLAD, Ph.D.,
Assistant Professor (Art)
University of Delaware

LUCY RHINEHART, Ph.D.,
Assistant Professor (English)
Columbia University
American Studies

Charles Stevens, Ph.D.,
Associate Professor (Sociology)
Northwestern University

Charles R. Strain, Ph.D.,
Professor (Religious Studies)
University of Chicago

Maria de los Angeles Torres, Ph.D.,
Assistant Professor (Political Science)
University of Michigan

J. 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 Composition and Rhetoric (103, 104) 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).

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 when combined with a major 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. Prerequisites: 201, 202, and 203.

392 Internship. Majors only. Variable credit.

395 Topics in American Studies.

399 Independent Study. Majors only. Variable credit.
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 the historical analysis and theory of art and 3) a concentration in graphic design to develop concepts, 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 graphic 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

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University of Denver

RIVA FESHBACH, M.A.,
Curator
University of Oregon

JUDITH GEICHMAN, M.F.A.,
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DEPARTMENT OF ART

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 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 Composition and Rhetoric (103, 104) and 8 quarter hours in World Civilizations (105, 106).

Fine Arts and Literature: 2 courses in the Departments of English, Music, Theatre 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: 9 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; 230 Ancient and Medieval Art; 232 Renaissance, Baroque and Rococo Art; 235 19th and 20th Century Art.

I. Studio Concentration

General foundation courses plus 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

General foundation courses plus 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.

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. GRAPHIC DESIGN CONCENTRATION

General foundation courses plus core courses: 110 Painting; 115 Sculpture; 206 Intermediate Drawing; 260 Graphic Design I; 261 Graphic Design II; 262 Publication Design; or Art 360, Art 361, Art 362 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, 235 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 230, 235 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 chair 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.

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

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 Graphic Design I. Materials fee of $15.00.

261 Graphic Design II. Prerequisites: 260. Materials fee of $15.00.

262 Publication Design. Prerequisites: 260, 261. Materials fee of $15.00.

360 Illustration. Prerequisites: 260, 261. Materials fee of $15.00.

361 Package Design. Prerequisites: 260, 261. Materials fee of $15.00.

362 Typography. Prerequisites: 260, 261. Materials fee of $15.00.

COMPUTER ART

227 Computer Graphics In Art. This course provides an introduction to basic processes of computer art, and is intended for both studio artists an graphic designers. Prerequisite: 260, 261. Materials fee of $25.00.
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.
217  Advanced Three-Dimensional Design. Prerequisite: 205.
305  Advanced Color Design. Prerequisites: 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. Prerequisite: 106.
207  Advanced Drawing. (Figure drawing.) Prerequisites: 106, 206.
208  Drawing. (Especially for Theatre students. 2 credit hours.) Prerequisite: 107.
209  Drawing. (Especially for Theatre students, 2 credit hours.) Prerequisites: 107, 208.
218  Figure Drawing. Prerequisite: 206.
319  Advanced Figure Drawing. Prerequisite: 218.

PAINTING
Techniques of oil painting and pictorial composition in both representational and non-representational modes.

110  Painting. Core course.
210  Intermediate Painting I.
211  Intermediate Painting II.
212  Watercolor Painting.
310  Advanced Painting I.
311  Advanced Painting II.

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 Intermediate Sculpture I. Materials fee of $15.00.
216 Intermediate Sculpture II. Materials fee of $15.00.
315 Advanced Sculpture I. Materials fee of $15.00.
316 Advanced Sculpture II. Materials fee of $15.00.

ADVANCED STUDIO PRACTICE TOPICS

390 Advanced Studio Problems. Juniors and seniors only. Prerequisite: at least three courses in a media specialty.
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.

203 Survey of Non-Western Art.
230 Ancient and Medieval Art. (formerly Art 308).
232 Renaissance, Baroque and Rococo 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.
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 as Women’s Studies).
357 Theory of Methodology. Strongly recommended for Art History majors. Juniors and Seniors only.

ADVANCED HISTORY OF ART TOPICS
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>396</td>
<td><strong>Internship.</strong> Arranged fieldwork or employment in field of study, i.e., museum curatorship, etc., up to 12 hours credit. Not always available. By application to department committee. <strong>Prerequisites.</strong></td>
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<tr>
<td>397</td>
<td><strong>Special Topics in History of Art.</strong> See current schedule for specific topics. Credit: 2 or 4 hours.</td>
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<tr>
<td>399</td>
<td><strong>Independent Study.</strong> Available to students of demonstrated capability for intensive independent work in the history of art.</td>
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<tr>
<td>400</td>
<td><strong>Chicago: Architecture and Urbanism.</strong></td>
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<tr>
<td>495</td>
<td><strong>Advanced Topics in Art History.</strong></td>
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</tbody>
</table>
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 enrolls 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

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University of Arizona

DOLORES J. McWHINNIE, Ph.D.,
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Marquette University

DENNIS A. MERITT, JR., Ph.D.,
Adjunct Associate Professor (Lincoln Park Zoo)
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MARY A. MURRAY, Ph.D.,
Professor Emeritus
University of Chicago

DANIEL G. OLDFIELD, Ph.D.,
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University of Chicago

MARGARET E. SILLIKER, Ph.D.,
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University of California, Berkeley

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Northwestern University

JAMES E. WOODS, Ph.D.,
Professor Emeritus
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 Composition and Rhetoric (103, 104) 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, 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; 215 Ecology; 250 Cell Biology; 260 Genetics; 309 Plant Physiology or 310 Vertebrate Physiology; and five additional Biology courses, at least two of which must include a laboratory. (Bio. 110, 111, 112, 202, 205, 206, 208, 211, 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 I; 151 General Physics II; 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/Statistics: 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 150 Introduction to Computer Systems and Programming, or Computer Science 240 Personal Computing, and one statistics course: Mathematics 242 Elements of Statistics I; 348 Applied Statistical Theory and Methods I, or Psychology 240 Statistics I. (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 middle junior high, 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 491 (Independent Study) are open to qualified advanced undergraduate students with the approval of the chair 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 their master's degree.

COMBINED BACHELOR'S AND MASTER'S DEGREE IN BIOLOGY

The Department of Biological Sciences offers a special option to students with a potential for graduate study and an interest in pursuing a master's degree at DePaul. Following consultation with the student's advisor, and with prior permission from the department, a student may enter the Graduate Program prior to completion of the bachelor's degree. The student may take graduate level courses as an undergraduate and have up to three of them count towards the undergraduate degree as well. These students will earn a bachelor's degree during their fourth year and at the same time be considered graduate students with all of the perquisites that apply to that status. Those perquisites include, but are not limited to, eligibility for assistantships, attending graduate-only courses, graduate level mentoring, and initiation of master's level research.

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 prerequisites 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, especially transfer students, plan alternatives if necessary, 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. Topics such as energy relations composition, structure, function, and heredity of cells and organisms will be discussed. Other topics might include development, evolution, and ecology.

111 Biology 1. 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.
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

Plant Biology: Social and Economic Implications. Deals with the economic significance of plants, plant anatomy, physiology, and growth and development. Prerequisite: one Level 1 Biology course and one additional NSM course.

Brain and Behavior. Basic concepts in the biological science of neuroendocrinology, its interface with other disciplines (Psychiatry, Psychology, Healthcare Sciences, Pharmacology, Philosophy) and its regulation of behavior. Prerequisite: one Level 1 Biology and one additional NSM course.

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 1 Biology and one additional NSM course.

The Body's Defenses. This course is designed to introduce non-biology students to the immune system. Emphasis is placed on the human system. Prerequisite: one Level 1 Biology or its equivalent.

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

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.

General Biology II. Biodiversity of bacteria, protozoa, fungi and plants; plant structure and function; ecological relations of organisms to their environment. Lecture-laboratory. Prerequisite: 101 or consent of department. Lab fee.

General Biology III. Deals primarily with diversity and development within the animal world including basic principles of physiology. Also addresses current concepts and mechanisms of evolution. Lecture-laboratory. Prerequisite: 102 or consent of department. Lab fee.

Mammalian Anatomy. Structure of the mammalian organism. Lecture-laboratory. Lecture emphasis on the human; laboratory emphasis on the feline. Lab fee.

Mammalian Physiology. Introduction to concepts and mechanisms of human organ system function including respiratory, cardiovascular, renal, muscular, nervous, endocrine and digestive systems. Lecture-laboratory. Lab fee.

Plant Structure and Development. Deals with developmental plant anatomy, and the factors which regulate the ontogeny of higher plants. Prerequisite: 103 or consent of instructor. Lab fee.
Microbiology. Biology of microorganisms with emphasis on viruses, bacteria, fungi, and protozoa. Lecture-laboratory. Lab fee.

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

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

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 and Intro Chemistry sequence or consent of instructor. Lab fee.

Genetics. Transmission of heritable traits, nature of genetic material, manner of its expression, its mutability, and its significance with respect to organisms and species variation. Lecture-laboratory. Prerequisite: Introductory Biology Sequence. Lab fee.

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.

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. Prerequisites: 103 or consent of instructor.

Plant Physiology. Functional and developmental aspects of plants, especially of vascular autotrophs. Lecture-laboratory. Prerequisites: 250 and Chemistry 125 (or 175) or consent of instructor. Lab fee.

Vertebrate Physiology. Functions and regulatory mechanisms of vertebrate cells, organs and organ systems with special emphasis on mammals. Lecture-Laboratory. Prerequisites: 250 and Chemistry 125 (or 175) or consent of instructor. Lab fee.

Histology. A lecture/Laboratory course covering the microscopic structure of the tissues that make up animal organs. The development of these tissues as well as their relationship to the principles of gross anatomy, physiology, cell biology and molecular biology is stressed. Prerequisite: 250.

Physiology. Introduction to algae with emphasis on: taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory. Prerequisite: 103. Lab fee.

Aquatic Biology. The study of biological, physical and chemical phenomena in freshwater and marine environments. Emphasis on organisms and their ecology. Lecture-Laboratory. Prerequisite: 103. Lab fee.

Developmental Biology. Developmental phenomena of animals including gametogenesis, fertilization, cleavage, organogenesis, metamorphosis and regeneration. Lecture-Laboratory. Prerequisites: 250 and 260 or consent of instructor. Lab fee.
335  **Concepts in Evolution.** Study of history of evolution and diversity in the living world. Lecture only. **Prerequisite: junior/senior Biology standing.**

340  **Neurobiology.** Organization and function of vertebrate and invertebrate nervous systems. Lecture only. **Prerequisite: 250, Chemistry through Organic, Physics 152, 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 functions and mechanisms of vertebrate organ systems. Selected topics will be addressed using a lecture/discussion/seminar format. **Prerequisite: 310 or consent of instructor.**

360  **Molecular Biology.** Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-laboratory. **Prerequisites: 250, 260 and Chemistry 125 (or 175), or consent of instructor.** Lab fee.

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

368  **Developmental Toxicology.** The toxic effects of drugs and other chemicals, especially on the developing mammalian organism including the human. Laboratory project in experimental induction of birth defects. **Prerequisite: junior or senior Biology standing or consent of instructor.** Lab fee.

370  **Immunobiology.** Basic factors governing immune phenomena and antigen-antibody reactions. Lecture-laboratory. **Prerequisite: junior/senior standing or consent of instructor.** Lab fee.

386  **Introduction to Endocrinology.** Study of hypothalamic-hypophysial pathways of hormonal regulation in animals. Lecture only. **Prerequisites: 250, 260 and 310 or consent of instructor.**

392  **Extramural Internship.** 0-4 credit hours. An opportunity for students to integrate their academic experience with real-world work situations; supervision is provided by a member of the DePaul Faculty in the Biological Sciences and the private or public enterprise. **Prerequisite: Sophomore, junior or senior standing in Biology; only by arrangement with the internship director, and by permission of the department.**

398  **Readings and Research.** 1-4 quarter hours. **Prerequisite: consent of instructor and department.**

390  **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.

399  **Independent Study.** 1-4 quarter hours. **Prerequisite: consent of instructor and department.**
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, materials, and petroleum engineering is also offered by the department.

**FACULTY**

**Sara Steck Mefford, Ph.D.,**
Associate Professor and Chair
Northwestern University

**Jurgis A. Anysas, Ph.D.,**
Professor Emeritus
Illinois Institute of Technology

**Avrom A. Blumberg, Ph.D.,**
Professor
Yale University

**Fred W. Brettbeil, III, Ph.D.,**
Professor
University of Cincinnati

**Sanay K. Dhar, Ph.D.,**
Professor
Wayne State University

**Kathleen Helm-Bychowski, Ph.D.,**
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University of California, Berkeley

**Gregory B. Kharas, Ph.D.,**
Assistant Professor
Technion Institute

**Edwin F. Meyer, Ph.D.,**
Professor
Northwestern University

**Thomas J. Murphy, Ph.D.,**
Professor
Iowa State University

**William R. Pasterczyk, Ph.D.,**
Professor Emeritus
Loyola University,
Stritch School of Medicine

**Franklin S. Prout, Ph.D.,**
Professor Emeritus
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 14 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 Composition and
Rhetoric (103, 104) 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, Physics 205, Mathematics 301 or Chemistry/Physics 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 suggested German language courses may be sub-
stituted for one Level II course in each of the Divisions of Humanities, Philosophy and Reli-
gerion, and Behavioral and Social Sciences. (For further information on the Modern Language
Option of the Liberal Studies Program, consult page II of the Bulletin.)

DEPARTMENTAL PROGRAM REQUIREMENTS

COMMON CORE

Chemistry: 111 General and Analytical Chemistry I; 113 General and Analytical Chemistry II;
115 General and Analytical Chemistry III, and 127 Quantitative Analysis (or Chemistry 147 Ana-
lytical Techniques); 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. (Better prepared students may sub-
stitute 131 General Chemistry I and 133 General Chemistry II for 111-113-115.)

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 Math-
ematics 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 Chem-
istry of Natural Systems, or 269 Solid Waste Chemistry. In addition, a student must take seven
courses selected in consultation with the chair.
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 other 4-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, MATERIALS, 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, Materials 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 chair.

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 4-quarter hour courses selected in consultation with the chairs 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 chairs 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; 269 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 chair 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 chair 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 (or 147), 111 (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.)

**GENERAL AND INORGANIC CHEMISTRY**

111 *General and Analytical Chemistry I.* Introductory course for science majors emphasizing inorganic chemistry and chemical principles governing behavior of matter. **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 for students who had AP Chemistry or equivalent. Basic physical and inorganic chemistry topics with advanced laboratory experiments. **Corequisite: Mathematics 160 or consent; 131 and 133 substitutes for 111, 113, 115.**

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: 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: 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.

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 1 Biology or Chemistry course.

313 Computational Chemistry. Molecular modeling. Force field, semi-empirical quantum mechanical and ab initio quantum mechanical calculations by computer. Applications emphasized. Prerequisite: 210 or consent.

ANALYTICAL CHEMISTRY

127 Quantitative Analysis. Use of the quantitative nature of chemistry to solve practical problems of analysis in lecture and laboratory. Prerequisite: 113.

147 Analytical Techniques. Lecture and laboratory course involving quantitative chemical analysis. Prerequisite: 133 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.
Mechanistic Organic Chemistry III. Carbanions and the preparation and reactions of many organic compounds including those of biological interest. Prerequisite: 173.

PHYSICAL CHEMISTRY

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.

Physical Chemistry II. Thermodynamics continued, electrochemistry, transport processes and crystal structure. Prerequisites: 147 or 127; 210.

Physical Chemistry III. Surface chemistry, statistical thermodynamics, kinetics. Prerequisite: 211.

Quantum Chemistry. Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. Prerequisite: 211 or consent.

ENVIRONMENTAL CHEMISTRY

Air Chemistry. Chemical interactions of air pollutants and our natural gaseous environment. Laboratory: analysis of ambient air pollutants. Prerequisite: 127 or 147. (Offered in Spring quarter of even-numbered years.)

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. (Offered in Autumn quarter of even-numbered years.)

Toxicological Chemical Hazards. Biochemical interactions of chemicals in the natural and workplace environment. Prerequisites: 127 or 147 and 125 or 175. (Offered in Spring quarter of odd-numbered years.)

Solid Waste Chemistry. Fundamental chemical processes involved in the processing of solid wastes. Prerequisite: 210. (Offered in Winter or Spring quarters of odd-numbered years.)

BIOCHEMISTRY

Introductory Biochemistry. A survey of the main topics in biochemistry: the structures and functions of the four major macromolecules, intermediary metabolism, and the processes for making DNA, RNA and proteins. Prerequisite: 123 or 173; Corequisite: 125 or 175. (Offered in Spring quarter of odd-numbered years.)

Biochemistry I. The first in a three-course sequence covering most aspects of modern biochemistry and molecular biology. General biology sequence strongly recommended. Prerequisite: 125 or 175.

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.)

Biochemistry II. Continuation of Course 340. Prerequisite: 340.

Experimental Biochemistry II. Two quarter hours. Selected experiments in enzymology, cell membrane structure, and in molecular, viral, bacterial and animal genetics. Prerequisite: 341. (Offered by arrangement.)
DEPARTMENT OF CHEMISTRY

344  Biochemistry III (cross-listed as Chemistry 440). Continuation of course 342. 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 chair.

394  Seminar. Formal and/or informal discussions on topical subjects in chemistry. Variable credit. This course may be repeated for credit. Prerequisite: consent.

397  Research. Acquiring skills in library and laboratory chemical research techniques. Variable credit. Prerequisite: consent.

399  Independent Study. Expanding one's knowledge in chemistry on an informal basis by individual consultation with department faculty. Variable credit. Prerequisite: consent.
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 Pathologists) 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 I. 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 Composition and Rhetoric (103, 104) 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 Chemistry 222, Interdisciplinary Studies 220, 221, 222, Mathematics 301 or Physics 203.

PROGRAM REQUIREMENTS

I. STANDARD CONCENTRATION

Biological Sciences: 101 General Biology I; 102 General Biology II; 103 General Biology III; 210 Microbiology; 215 Ecology; 250 Cell Biology; 260 Genetics; 310 Vertebrate Physiology; 370 Immunobiology; and three additional Biology courses, one of which must include a laboratory. (Biology 110, 111, 112, 202, 205, 206, 208, 211, 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 or 150, and one statistics course: Mathematics 242 Elements of Statistics; 348 Applied Statistical Methods I; or Psychology 240 Statistics I.

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

DONALD MARTIN, Ph.D.,
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University of California, Santa Barbara

RICHARD DECORDOVA, Ph.D.,
Associate Professor
University of California, Los Angeles

BRUCE EVENSEN, Ph.D.,
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KATE KANE, Ph.D.,
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LUCY XING LU, Ph.D.,
Assistant Professor
University of Oregon

JILL O'BRIEN, Ph.D.,
Associate Professor
University of Illinois, Urbana

KAREN ROLOFE, M.A.,
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University of Illinois

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BARBARA SPEICHER, Ph.D.,
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K.E. SUNDYA, Ph.D.,
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The Ohio State University

SUSAN WHITNEY, M.A.,
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University of Oklahoma

STEVE WHITSON, Ph.D.,
Assistant Professor
University of Pittsburgh

SARAH WORTMAN, M.F.A.,
Assistant Professor
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 Composition and Rhetoric (103, 104) 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 four introductory courses.

I. LANGUAGE AND CULTURE

A common core is required plus seven courses from 302 Grammar and Usage; 304 Multicultural Communication in the U.S.A.; 305 Sociolinguistics; 306 The Sound and Structure of Language; 307 Applied Linguistics; 308 Cross Cultural Communication: Variable Topics; 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; 353 Communication and Corporate Change; 354 Interviewing; Variable Topics; 395 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 356 Film and Literature; 359 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 one additional 300-level Communication course and two 200-level or above courses in 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 4 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: Communication 211 or 212, 202, 220, 360, 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.

COURSES

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, and 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.

213  Relational Communication: Contexts and Skills. Explores appropriate communication choices for educators and professionals in a variety of contexts. Covers verbal, nonverbal, listening, relational and conflict management skills. Not recommended for majors.

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. Preparers students to be more perceptive readers of communication research.
302 Grammar and Usage. A review of the history of correctness and notions of “standard” in written and spoken English. We examine complex rules of written usage. This is not a remedial grammar course.

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 socioeconomic status. Prerequisite: 202 or instructor's permission.

306 The Sounds and Structure of Language. 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.

307 Applied Linguistics: Variable Topics. 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.

308 Cross-Cultural Communication: Variable Topics. Examines intensively one or more issues in cross-cultural communication. Topic differs each term. Example subjects: International Myth and Folklore, Japanese-American Relations, Issues in Cross-Cultural Adaptation, etc.

310 Discourse Analysis. An analytical examination of the ways in which people locate meaning, cooperate, coordinate, and find coherency in conversations.

311 Advanced Interpersonal Communication. 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.

321 Rhetorical Criticism. 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.

322 Advanced Public Speaking. 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.

323 Rhetoric of Oppression and Resistance. Rhetorical analysis of the ways in which we can resist the dominant discourse of oppression. Topics covered may include the rhetoric of racism, sexism, anti-Semitism and homophobia.
Argumentation and Debate. 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.

Classical Rhetoric. 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.

Persuasion. Explores the major theoretical assumptions of persuasion research from antiquity to the present; promotes a critical understanding of the components of persuasive discourse.

Topics in Performance. Additional work in performance studies. Topics might include group performance, racial-ethnic literature, storytelling, short fiction, poetry, literature for radio/TV, etc. **Prerequisite:** 290.

Film and Literature: Variable Topics. 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.

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.

Radio Production: Variable Topics. Continued study in the practical application of radio production techniques. Each quarter the course focuses on a different aspect or type of audio production, such as radio documentary, radio drama, remote sound recording. **Prerequisite:** 339 or consent of instructor based on comparable experience.

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.
345 Editing. Introduces students to basic editing and publishing procedures, including proofreading, copyediting, and layout for different types of publications (newsletters, brochures, periodicals and books).

346 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.

347 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: 346.

348 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, western. Lab for film viewing required. Prerequisite: 206 or instructor's permission.

349 Topics in Film History. Examination of a particular era of film history or national cinema. Topics include American Films of the 1930s, History of French Film, New German Cinema, feminist film, etc. Lab for film viewing. Prerequisite: 206 or instructor's permission.

351 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.

352 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.

353 Communication and Corporate Change. Explores the impact of change on corporate life. How managerial philosophy, individual performance and communication style are affected by change.

354 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.

355 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.

356 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.
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.)

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. **Prerequisites:** 346 and 371. (Laboratory fee.)

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.

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.

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.

Special Topics. See schedules for current offerings.

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.

Communication Practicum. Structured and supervised student participation in collegiate debating, radio production 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.

Independent Study. (Written permission of supervising faculty member and of the departmental chair is necessary before registration.)
The Comparative Literature minor is designed to present a diversity of literatures under the same heading and thus allow access in translation to the artistic creations of non-English-speaking civilizations. The minor seeks to promote a multicultural perspective of literary endeavor. In order to provide a framework for literary interpretations, a course on contemporary criticism comprises an essential component of this minor.

To minor in comparative literature the following sequence of courses totaling 24 hours is required: Comparative Literature/Modern Language 355 (Contemporary Criticism) plus five Comparative Literature offerings or four Comparative Literature offerings plus one 300 level literature offering from Modern Languages in a language other than English (French, German, Italian, Spanish) or one 300 Level literature offering in English.

PROGRAM COMMITTEE

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CHARLES R. STRAIN, PH.D.,
Professor (Religious Studies)
University of Chicago
COURSES
All courses carry four credit hours unless otherwise specified.

GENRES

301  Epic and Romance. Study of examples of heroic literature from a variety of cultures, including Western and non-Western civilizations.

302  Comedy. Study of important examples of dramatic comedy; selections may range from ancient times to the present day with some attention to the relevant theories of comedy (Aristotle, Freud, Bergson, Frye, etc.).

303  Tragedy. Study of important examples of dramatic tragedy; selections may range from ancient times to the present day with some attention to the relevant theories of tragedy.

304  The Novel. Study of the novel, any period or subgenre (historical, picaresque, romantic, realist, etc.) from any given area or country with some attention to the literary theory of the particular novels in question.

305  Autobiographical/Confessional Literature. Study of autobiographical/confessional literature; selections may range from ancient times to the present day from any given area or country with some attention to the relevant theories of these genres.

306  Utopian Literature. Study of utopian literature; selections range from the Renaissance to the present day. Readings are discussed within the context of relevant political and social theory.

TOPICS

311  Revolutionary Literature. Study of revolutionary literature in any of its manifestations and genres in specific areas and periods.

312  The Literature of Identity. Cross-cultural study of self-discovery and identity as manifested in the literatures of self-awareness and self-definition (African-American, Hispanic, gay/lesbian, etc.).

313  Feminist Literature. Cross-cultural synchronic or diachronic study of feminist literature.

319  Topics in Comparative Literature. Selected topics on any theme from comparative literature.

THEORY

355  Contemporary Criticism (cross-listed as Modern Languages 355). An overview of contemporary criticism from Russian formalism to post-modernism.
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.

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

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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. 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 Composition and Rhetoric (103, 104) 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

Economics: 105 Principles of Microeconomics; 106 Principles of Macroeconomics; 342 Statistics for Economics or its equivalent; 305 Intermediate Microeconomics; 306 Intermediate Macroeconomics; 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 or 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.)

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; 380 Mathematics for Economics and Business I; and Mathematics 151 Calculus II; 152 Calculus III; 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 105 and 106 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.

PRINCIPLES AND THEORY

105  Principles of Microeconomics (formerly 104). 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.

106  Principles of Macroeconomics (formerly 103). 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.

305  Intermediate Microeconomics. 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. Prerequisite: 105.

306  Intermediate Macroeconomics. The purpose of this course is to develop macroeconomic models that assist in understanding the myriad economic problems facing us today, both domestic and foreign, and in evaluating proposed solutions. These static and dynamic models are used to understand interactions in the macroeconomy, and will serve as a tool in predicting the level of GDP, inflation, unemployment, and interest rates. Models included are: traditional short-run Keynesian analysis; the New Classical market-clearing approach; and the recent work in neo-Keynesian thought. Prerequisites: 105, 106, and a minimal grasp of the basics of differential calculus.

315  Introduction to Money and Banking. 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. Prerequisites: 105 and 106.

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.
International Economics. This course deals primarily with the trade side of international economic relations, and to some extent with the monetary side. The main objective is the development of analytical tools required for an understanding of the real world. Particular emphasis is placed on currently pressing issues including the impact of trade on domestic employment and income, international trade tensions, and the rise of regional trade blocks. **Prerequisite:** 105.

**ECONOMIC HISTORY AND THOUGHT**

316 **European Economic History.** Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development also discussed. **Prerequisite:** 105 or 106.

317 **American Economic History.** Major factors and institutions which have influenced the economic development of the United States. Empirical information and economic theory are employed. **Prerequisite:** 105 or 106.

340 **Development of Economic Thought.** A study of the most influential contributions to our understanding of political economy broadly understood. An historical examination of the development of economic theories with special emphasis placed upon their relevance to presently pressing economic and political issues. **Prerequisites:** 105 or 106.

**ECONOMIC INSTITUTIONS AND PROBLEMS**

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. **Prerequisite:** 106. (Not available for Economics majors.)

310 **Economics of the Urban Environment.** Economic principles employed in an analysis of problems of pollution, health, transportation, housing and education. **Prerequisites:** 105 and 106.

311 **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. **Prerequisites:** 105 and 106.

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 are examined. **Prerequisite:** 106.

318 **Labor Economics and Organization.** 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:** 105.
Economics and Gender. This course covers economic trends concerning women in the economy and examines economic analyses of gender issues, with special emphasis on gender issues in the workplace. The increase in the number of women in the workplace has been a major change in labor markets, affecting workers, employers and families. Different economic perspectives are examined to give students an understanding of the range of contributions by economists to this field. The course also examines feminist economics which raises concerns about economic analysis in general and as it is applied to this field. Prerequisite: Economics 105 (or 106 with permission of instructor).

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 Economics of Socialism. 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: 105.

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: 105.

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. Prerequisites: 105 and 106.

International Economics. This course deals primarily with the trade side of international economic relations, and to some extent with the monetary side. The main objective is the development of analytical tools required for an understanding of the real world. Particular emphasis is placed on currently pressing issues including the impact of trade on domestic employment and income, international trade tensions, and the rise of regional trade blocks. Prerequisite: 105.

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: 105.

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: 105 or 106 or consent of instructor.
QUANTITATIVE ECONOMICS

342 Statistics for Economics. Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. Prerequisite: 105.

375 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: 105, 106 and 342 or its equivalent.

380 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: 105 and 106.

SPECIALIZED STUDY

390 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.
For students whose primary interests are in literature and language, the Department of English offers a major based on a broad familiarity with literature in English, a firm grasp of historical and critical principles, and skill in using the written word. The department also offers a wide range of courses in literature and in writing to students majoring in other disciplines.

The educational goals of the program in English are central to the ideals of a liberal education: to understand works of literature in their historical and cultural contexts, and to examine the values expressed in literature as a means of expanding insight and compassion; to develop powers of textual analysis and a precise critical vocabulary; to acquire a familiarity with research methods and a written style that is clear, accurate and graceful; to examine the structure of language; and to place the study of literature in relation to other fields of learning.

To achieve these goals, the department offers courses in the English language. In the genres, historical periods, and major authors of British and American literature, and in expository, professional, and creative writing. In cooperation with the School of Education, the department also offers a program to prepare students interested in teaching English at the secondary level. Finally, the department offers minors in literature, in creative writing, and in professional writing for students majoring in other disciplines.

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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 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:

Composition and Rhetoric: 8 quarter hours are required (ENG 103, 104).
World Civilizations: 8 quarter hours are required (HST 105, 106).
Fine Arts and Literature: 2 courses in the Departments of Art, Music, or Theatre, 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).

Because a major in English itself contributes to a student’s liberal education in the area of Fine Arts and Literature, English majors are required to complete only two courses in this Division; they should meet this requirement by taking courses in departments other than English, such as Art, Music, or Theatre (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

Fifty-six quarter hours distributed as follows:

Core Courses: 120 Understanding Literature; 220 Reading Poetry; 270 Literary Research and Writing; 328 Shakespeare; and 370 History of the English Language or CMN 202 Introduction to Linguistics. (Students in the Honors Program substitute Honors 101 Writing and World Literature for English 120 Understanding Literature.)


Studies in American Literature: Two courses chosen from 360 Early American Literature, 361 Romanticism in American Literature, 362 Realism and Naturalism in American Literature.

Electives: Three 300-level electives in English, at least one of which must be a Topics or Major Authors course.

Supporting Fields: Six additional courses, approved by the student's department advisor and appropriate to his or her career or educational goals.

II. TEACHER OF ENGLISH: SECONDARY LEVEL

In cooperation with the School of Education, the English Department offers a concentration that satisfies the 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.

Core Courses: 120 Understanding Literature; 220 Reading Poetry; 300 Composition and Style, 328 Shakespeare.

Studies in Language: One course chosen from 370 History of the English Language, CMN 202 Introduction to Linguistics, CMN 302 Grammar and Usage.


Teaching Methods: 391 Teaching English.

Electives: Two 300-level electives in English. With the approval of his or her departmental advisor, a student may substitute one ENG or CMN course in writing, speech, or journalism for one of these electives.

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: 220 Reading Poetry (strongly recommended, but not required) and five courses chosen from 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 360, 361, 362, 364, 365, 367, 369.) If 220 is not taken, one 300-level literature elective.
MINOR IN CREATIVE WRITING
Six courses: CMN 345; three courses chosen from 291, 292, 307, 308; one course chosen from 300, 376; and one course chosen from 390, 399, 365, 366, 375.

MINOR IN PROFESSIONAL WRITING
Six courses: 208, 300; and four courses chosen from 204, 301, 306, 309, 370, 376, 393, CMN 302, CMN 345.

SEQUENCING
English 120 should be taken early in the freshman year, since it is a prerequisite for English 220, English 270 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, WRITING, AND RHETORIC

103 Composition and Rhetoric I. An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process.

104 Composition and Rhetoric II. Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources. Prerequisite: 103 or equivalent.

107 Composition and Rhetoric I: Two-quarter sequence. An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process. (3 quarter hours credit.)

108 Composition and Rhetoric II: Two-quarter sequence. Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources. Prerequisite: 107 or equivalent. (3 quarter hours credit.)

201 Creative Writing. Experience in writing and analyzing poetry and short prose fiction. Prerequisite: 104. May not be taken pass/fail.

204 Technical Writing. Develops proficiency in an explicit, precise style applicable to forms of writing common to technology, science, and business. Prerequisite: 104.

208 Introduction to Reasoned Discourse. Study of the problems of reasoned discourse, emphasizing invention and construction of arguments for varied audiences. Prerequisite: 104.

270 Literary Research and Writing. Instruction and practice in preparing critical and scholarly essays about literature. Includes an introduction to library research and to critical approaches. Students will complete a bibliography project and a long documented essay. Prerequisites: 104, 120.

291 Intermediate Fiction Writing. Writing and analyzing short prose fiction. Prerequisite: 201. May be taken twice. May not be taken pass/fail.

292 Intermediate Poetry Writing. Writing and analyzing poems. Prerequisite: 201. May be taken twice. May not be taken pass/fail.
300  **Composition and Style.** Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles. **Prerequisite:** 104.

301  **Writing In the Professions.** Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, and awareness of purpose and audience; effective memo, proposal, and report design. **Prerequisite:** 104.

302  **Writing for Business Professionals.** Effective organization and design of documents common in business life—letters, memos, reports, and resumes. Attention to audience, purpose, and style. **Prerequisite:** 104. (Two quarter hours credit.)

306  **Rhetoric.** Study of the principles of rhetoric, the interpretation of texts, and the elements of persuasive writing. **Prerequisite:** 104.

307  **Advanced Fiction Writing.** Writing and analyzing short prose fiction, for students with prior workshop experience. **Prerequisite:** Consent of instructor. **May not be taken twice.**  

308  **Advanced Poetry Writing.** Writing and analyzing poems, for students with prior workshop experience. **Prerequisite:** Consent of instructor. **May be taken twice.**  

309  **Topics In Writing.** (See schedule for current offerings.)

370  **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.

376  **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**

ENG 120 or equivalent is a prerequisite to all 300-level English courses in literature.

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. **Prerequisite:** 104.

220  **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.

222  **Introduction to American Culture.** A multidisciplinary approach to the study of American culture, with emphasis on popular, folk, and academic art forms.

303  **Semiotics.** Nonverbal codes and their implications for understanding cultures.

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

311  **Chaucer.**

319  **Topics in Medieval Literature.** (See schedule for current offerings.)

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

327  Milton.

328  Shakespeare.

329  **Topics in Renaissance Literature.** (See schedule for current offerings.)

Topics in Restoration and Eighteenth-Century English Literature. (See schedule for current offerings.)

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. (See schedule for current offerings.)

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 1850.

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


Modern American Fiction. Major American writers of fiction in the twentieth century.


Topics in American Studies. Studies in American literature and culture. (See schedule for current offerings.)

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.

Multicultural Literature of the United States. Readings in recent literature, primarily fiction, by American writers of various ethnic backgrounds, exploring the evolving concept of ethnicity in literature.

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. Alternating emphases: from Classical Antiquity to the Middle Ages, or from the Renaissance to the present.

Major Authors. Study of one or two major writers. (See schedule for current offerings.)
Women and Literature. Study of literature by women, with attention to the literary traditions of women's literature, historical and theoretical perspectives on women as writers and readers, and issues of feminist literary history and criticism.

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.)

Teaching English. Developing strategies for teaching composition, literature, and language skills to secondary-school students.

Internship. Prerequisite: Junior standing.

Writing Center Theory and Pedagogy. Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required. Two-quarter sequence, offered Autumn and Winter quarters only. See instructor for further information.)

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.)
The Bachelor of Science program in Environmental Sciences is an interdisciplinary curriculum designed to prepare students for a variety of environmentally-related technical careers with governmental agencies, private corporations and non-profit organizations as well as for graduate programs in non-science areas. 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.

**FACULTY**

**THOMAS J. MURPHY, PH.D.,**
Professor and Director (Chemistry)
Iowa State University

**SIDNEY L. BECK, PH.D.,**
Professor (Biology)
Brown University

**FRED W. BREITBREIL, III, PH.D.,**
Professor (Chemistry)
University of Cincinnati

**JOHN V. DEAN, PH.D.,**
Assistant Professor (Biology)
University of Illinois

**KATHERINE YEH-WYCHOWSKI, PH.D.,**
Assistant Professor (Chemistry)
University of California, Berkeley

**RICHARD M. MCCOURT, PH.D.,**
Assistant Professor (Biology)
University of Arizona

**SARA J. MELFORD, PH.D.,**
Associate Professor (Chemistry)
Northwestern University

**JAMES A. MONTGOMERY, PH.D.,**
Assistant Professor
(Environmental Sciences)
Washington State University

**DONALD O. VAN OOSTENBURG, PH.D.,**
Professor (Physics)
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 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 Composition and Rhetoric (103, 104) 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; Geography 101 Earth’s Physical Landscape recommended).
- **Natural Science and Mathematics:** 1 course chosen from among Interdisciplinary Studies 220, 221, 222, 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; 215 Ecology (with Laboratory); and 317 Aquatic Biology.

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 110 Elements of Computer Science; 240 Personal Computing for Programmers, or 323 Data Analysis.

Environmental Sciences: 102 Introduction to Environmental Science; 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 Statistics I; Mathematics 242 Elements of Statistics (cross-listed as sociology 240: Introductory Statistics for the Social Sciences); 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: 210 Microbiology; 250 Cell Biology; 260 Genetics; 309 Plant Physiology; 310 Vertebrate Physiology; 316 Physiologist; 368 Developmental Toxicology; 370 Immunobiology.

Chemistry: 127 Quantitative Analysis; 210 Physical Chemistry I; 261 Instrumental Analysis; 265 Air Chemistry; 267 Water Chemistry; 268 Toxicological Chemical Hazards; 325 Solid Waste Chemistry.

Communication: 220 Public Speaking.

Economics: 105 Principles of Microeconomics.

English: 204 Technical Writing.

Environmental Sciences: 395 Environmental Internship; 390 Special Topics.

Geography: 225 Weather, Climate and Man; 105 Elements of Geology.

Physics: 105 Physical Geology; 201 Atmospheres and Oceans.

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; 349 Applied Statistical Methods II; 357 Nonparametric Statistics.
SPECIAL PROGRAMS OR REQUIREMENTS

INTERNSHIP CREDIT

A n 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 monitored so that the student will gain professional experience. A written agreement 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. The internship should be taken after the junior year. Arrangements need to be made more than a quarter in advance.

COURSES

All courses carry 4 quarter hours of credit unless otherwise specified.

102 Introduction to Environmental Science. A general introduction to the scientific background of some of the important environmental problems facing urban areas, the nation and the world. Its purpose is to make the student aware of these major problems, their causes, and their interrelationships as background for the student as he or she encounters these problems in other courses. The course includes a three-hour lab.

105 Physical Geology. (Cross-listed as Geography and Physics 109). A description of the earth’s materials and structures, and an analysis of the mechanisms which are responsible for shaping them. The course includes a three-hour lab.

200 Cities and the Environment. This course focuses on the interactions between urban areas and environment. It is a discussion of the physical setting of cities; the water, energy, air and waste disposal needs of urban areas; and the effects of urban areas on the air, water and land environment.

202 Resources, Population and the Environment. A course on the relationship between the exploitation of the mineral and energy resources of the earth to support an increasing population, and the environmental effects of this development.

350 Environmental Impact Analysis. The National Environmental Policy Act and other environmental laws will be discussed. The students will prepare an Environmental Impact Statement.

390 Special Topics in Environmental Sciences. Variable topics. Consult schedule for offering.

394 Seminar. Students enrolled in the course will present a seminar on an environmental topic. (1 quarter hour.)

395 Environmental Internship. The placement of students with a government agency, industrial firm, business or non-profit organization. Prerequisite: junior status or permission.

397 Research. Variable credit. Permission of instructor and chair required.

399 Independent Study. Variable credit. Permission of instructor and chair required.
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 disregarded 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 student's 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 land use planning, travel and tourism, and geographic education.

**FACULTY**

Donald R. Dewey, Ph.D.,
Professor and Chair
University of Nebraska

Richard J. Hour, Ph.D.,
Professor Emeritus
Northwestern University

Alexis Panadopoulos, Ph.D.,
Assistant Professor
University of Chicago

Vernon E. Prinz, Ed.D.,
Assistant Professor
University of Northern Colorado

Gerald W. Roppa, Ph.D.,
Associate Professor
Michigan State 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 Geography. For information concerning the purposes and curriculum of the Liberal Studies Program—incorporating 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 Composition and Rhetoric (103, 104) 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; 110 Earth's Cultural Landscape; 201 Geopolitics; 341 Cartography or 342 Computer Graphics; 395 Seminar in Selected Topics or 399 Independent Study.

**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 as Sociology 240) or Economics 342 Statistics for Economics.

**II. METROPOLITAN LAND USE 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; 358 Industrial & Commercial Location Analysis; 376 Population and Urban Demographics, and two additional geography courses.
- Supporting Fields: Econ. 105 Principles of Microeconomics; Econ. 106 Principles of Macroeconomics; Econ. 342 Statistics for Economics; plus three urban-related courses selected from offerings by the departments of Art, History, Political Science, and Sociology and Anthropology.

**III. TRAVEL AND TOURISM CONCENTRATION**
- Geography: Common Core plus 225 Weather, Climate and Man; 398 Independent Reading and Research; 395 Seminar in Selected Topics (240 Map Readings may be substituted for 341 or 342). Plus four regional courses in geography.
- Supporting Field: Six 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-Accountants, Marketing 301 Principles of Marketing, Marketing 310 Consumer Behavior; Communication 211 Interpersonal Communication, Communication 220 Public Speaking, and Communication 344 Advertising.
- Liberal Studies Program: Regular requirements but Economics 106 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.

COURSES

All courses carry 4 quarter hours credit.

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. Examines the present and future ability of the earth to satisfy the needs of the earth's expanding population.

110 Earth's Cultural Landscape. Survey of human demographics and the characteristics of cultures examined at the local, regional and world scale.

115 Introduction to Travel and Tourism. Overview of changing patterns in the tourism industry and its impact on world and local economics.

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 Geopolitics. 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 Transportation Issues and Development. 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 on 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 Travel and Tour Planning. Practical experience in procedures for establishing itineraries and other components of tour packages.


TOOLS AND TECHNIQUES OF GEOGRAPHY

240 Map Reading. 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.


343 Geographical Information System. Introduction to Atlas GIS as a tool for geographic analysis.

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. Prerequisites: Geography 100 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.

399 Independent Study. Variable credit. Permission of chair and instructor required.

THE NATURAL ENVIRONMENT

101 Earth's Physical Landscape. Spatial organization and evolution of the earth's natural environment, including climatic systems, erosional forces, landforms, vegetation patterns, etc.

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

210 Environmental 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.
**DEPARTMENT OF GEOGRAPHY**

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  The Middle East and North Africa.

313  Africa: A Continent in Transition.

314  South and Southeast Asia.

315  Asia's Pacific Rim.

316  The European Union.


320  Illinois, Upstate, Downstate.

321  Metropolitan Chicago: Survey and Reconnaissance. 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, Economic and Cultural Contrasts.

327  South America: Physical, Economic and Cultural Contrasts.
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 a 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**

**Thomas Croak, C.M., D.A., J.D., Assistant Professor and Chair**
Carnegie-Mellon University, DePaul University

**Donald J. Abramoske, Ph.D., Professor Emeritus**
University of Chicago

**Albert E. Eberbach, Ph.D., Professor**
University of Wisconsin, Madison

**Ellen T. Eshinger, Ph.D., Assistant Professor**
University of Chicago

**Bruce L. Fenner, Ph.D., Professor Emeritus**
Cornell University

**Robert F. Fries, Ph.D., Professor Emeritus**
University of Wisconsin, Madison

**Robert Garfield, Ph.D., Associate Professor**
Northwestern University

**Rosemary D. Gooden, Ph.D., Assistant Professor**
University of Michigan

**Douglas R. Howland, Ph.D., Assistant Professor**
University of Chicago

**Gregory C. Kozlowski, Ph.D., Professor**
University of Minnesota

**James P. Krokar, Ph.D., Associate Professor**
Indiana University

**Huward O. Linkletter, Ph.D., Assistant Professor**
University of Michigan

**Felix Masud-Piloto, Ph.D., Associate Professor**
Florida State University

**Richard J. Meister, Ph.D., Professor**
Notre Dame University

**Thomas R. Mockatis, Ph.D., Assistant Professor**
University of Wisconsin, Madison

**Bruce L. Ottley, J.D., Adjunct Professor**
University of Iowa
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 Composition and Rhetoric (103, 104) 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 the four areas: European, Asian-African, Latin American, United States; plus 397 Coordinating Seminar (which may be taken only during the senior year); and three additional courses from Thematic or Integrative categories.

Political Science: Two courses.

Geography: Two courses. Students specializing in European history must take either Geography 316 The European Union; or 317 Eastern Europe and the Russian Realm; Physical, Economic and Cultural Contrasts.
Supporting Fields: A total of four courses from American studies, 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 and the department chair. 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. PRELAW CONCENTRATION

History: 140 Historical Concepts and Methods (should be taken before junior year); 220 The One World of the Twentieth Century; 326 England to 1668 or 328 English Constitutional History; 385 United States Constitutional History to 1865; 386 United States Constitutional History Since 1865; 388 The Crucible of Freedom: The History of the U.S. Bill of Rights or 389 The Arbiters of Liberty: The History of U.S. Supreme Court; 395 Historical Sources and Evidence; Nuremberg to the Gulf War; 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: Two courses from the following: English 208 Introduction to Reasoned Discourse, English 300 Composition and Style, English 306 Rhetoric; one course from the following: Philosophy 301 Basic Logic or Philosophy 302 Symbolic Logic, Philosophy 303 Critical Thinking; one course from the following: Political Science 260 Law and the Political System or Political Science 362 The Criminal Justice System. 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; 395 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 four courses in each geographical area. At least four 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 107, 108, 392, 398 and 399 carry 4 quarter hours credit.

FOUNDATION COURSES

105 World Civilization I. This course will examine the phenomenon of civilization as experienced by West Asian, South Asian, East Asian, African, European and Pre-Columbian American societies to 1500 A.D.

106 World Civilizations II. This course will examine the global integration of all societies since 1500. Prerequisite: 105.
107  **World Civilization I: Three quarter sequence.** 3 quarter hours credit. This course will examine the phenomenon of civilization as experienced in West Asian, South Asian, and African societies before 1500.

108  **World Civilization II: Three quarter sequence.** 2 quarter hours credit. 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.

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.

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 COURSES**

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.**

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.

258  **Women in History.**

259  **History of Science.** (Cross-listed as Physics 205.)

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 as Religious Studies 215 when its focus is on religious issues.)

267  **Themes in the History of Asia.**

269  **Introduction to Public History.** Introductory course for internship in Historical Research and Archival Research.

270  **The Development of the American Landscape.** Examines the historical and geographical roots of regional diversity in the U.S. 1500-1950. (Fulfills Geography requirement for History majors.)
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 B.C. 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.

278 History of American Religion. A survey of major religious traditions, movements, and themes in American history from the colonial period to the present, including the relationship between religious values and beliefs and other aspects of American culture. (Cross-listed as Religious Studies 211).

279 Westward Expansion of the United States. An examination in traditional, comparative, and multicultural perspective of successive frontiers in American history (primarily between 1750 and 1890) and their legacy for modern America.

280 American History to 1850. A survey of main themes in U.S. history from earliest European Settlements to 1850.

INTEGRATIVE COURSES

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 Reformations of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world.

326 England to 1688. The origins and development of English political and social institutions in the medieval and early modern periods.

327 Modern Britain Since 1688. The continued development of political and social institutions, the growth of industrial civilization, the experience of empire, post-imperial Britain in a European and world context.

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.
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.

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.

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.

Europe from Vienna to Versailles. The development of the modern nation-state, the growth of industrial society and culture, the advent of European ascendency.

Europe in the Twentieth Century. The crisis of democracy and culture, the decline of European ascendency, the growth of pan-Europeanism.

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.

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.

Eastern Europe to 1699. A survey of the area’s settlement by Slavic and non-Slavic peoples, the establishment of medieval states, the East European Renaissance and Reformation, the struggle of Cross and Crescent, and the growth of Habsburg and Ottoman power.

Eastern Europe, 1699-1914. A survey of the East European Enlightenment and absolutism, the Polish Partitions, and the effects of revolutionary ideas on multinational empires.

Eastern Europe, 1914 to the Present. A survey of World War I and its effects in Eastern Europe; the rise of nation-states; the destruction of traditional agrarian societies; the impact of World War II; and the establishment and decline of Communist regimes.

ASIAN AND AFRICAN

Islam in World History: The Foundations. 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. An examination of the economic, cultural and political interaction of Europe and the Islamic world.
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 consequences 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.

Ancient and Medieval Japan to 1600. Examines indigenous traditions in Japan and their development in a world dominated by Chinese civilization. The cultural history of three phases in Japan's past: the archaic kingship; the Chinese-style aristocratic empire; and the decentralized feudal order of warlords. Political order and related literary and religious developments predominate.

Creating a Japanese Nation—State: Japan 1600-1890. Examines the creation of an authoritarian, hierarchical and increasingly fluid pre-modern society in an isolated Japan under the Tokugawa shogunate, and its demise with the Meiji Restoration of 1868, as Japan turned to a greater involvement with Western Europe and the United States. The political, economic, and intellectual institutions that join medieval and modern Japan will be stressed.

Imperial Japan and Its Post-war Reconstruction, 1890 to the Present. Examines the establishment of a German-style constitutional monarchy, the expanding Japanese Empire and its wars against China and the U.S. (1937-1945), and the restructuring of Japan after the war so as to effect an "economic miracle." Stress on the interaction of Japan's cultural history and the international political economy.

Traditional Chinese Civilisation: China to 1800. An examination of China from the appearance of civilization during the Shang to the middle of the Qing In 1800. Focuses on the development of Chinese philosophy, the growth of the Chinese empire, the introduction of Buddhism, the development of distinctive social and economic structures, and China's interactions with neighbors in East, Central, and Southeast Asia.

Revolutionary China, 1800 to the Present. A study of China during the nineteenth and twentieth centuries, focusing on the factors that shaped the Chinese revolution, an examination of the various stages of the revolution, and a discussion of how the revolution altered traditional China.

LATIN AMERICAN

Exploration and Conquest of the Americas, 15th-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 Multiracial Society. The multicultural 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.


Inter-American Affairs. A mostly twentieth-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and interdependence 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.

Latinos in the United States. A survey of the history, politics, and culture of the major Hispanic groups in the United States: Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans. Traces the history of these groups from the 19th century to the present by analyzing their impact on the United States.

The Cuban Revolution. General analysis of the impact of the Cuban Revolution on Cuban society and the international political arena. The historical background of the revolution as well as its accomplishments and shortcomings will be emphasized.

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.

African-American Urban History. The black experience in urban areas 1700 to the present.

The Origins of the African-Americans: African-American History to 1800. Europeans in West Africa, the middle passage, slavery in the West Indies, development of the slave trade, introduction of slavery into the American colonies.


African-American Intellectual History. African-American contributions in the areas of philosophy, theology, politics, literature, and art from 1619 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.

Caribbean Migrations to the United States. Examines the causes and effects of the increasing migration of people from the Caribbean to the United States. Special emphasis will be placed on United States immigration policy for the area and the political, economic, and humanitarian factors affecting policy.

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.


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.

The Crucible of Freedom: The History of the U.S. Bill of Rights. An examination of the historical, philosophical, and legal developments of the Bill of Rights of the U.S. Constitution. The impact of Supreme Court appointments, decisions, and constitutional amendments on these rights will be included in this examination.

The Arbiter of Liberty: History of the U.S. Supreme Court. An examination of the development of the U.S. Supreme Court from its constitutional foundation into the 21st century. Included in this examination will be the major and controversial appointments to the Court, decisions by the Court, and their impact on U.S. history.
SPECIAL

329  **Special Topics in History.** Variable topics. Consult course schedule for current listings.

392  **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.

393  **Teaching History and the Social Sciences. Prerequisite: Secondary Education 362 or consent of instructor.**

395  **Sources and Evidence: Nuremberg to the Gulf War.** (Prelaw.)

396  **Oral History Project.** An introduction to the techniques of oral history with particular emphasis on public history.

397  **Coordinating Seminar.** Open to seniors majoring in History. Others may take course with permission of instructor.

398  **Study Tour.** An in-depth, on-site overview of the historical, political, social and economic reality of a foreign country. Credit variable.

399  **Independent Study.** Majors only. Credit variable. **Prerequisites: junior standing, approval of instructor and chair.**
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. Like the Liberal Studies Program, the Honors Program seeks to widen students' perspectives beyond their academic majors and foster critical thinking, self-reflection, and an examination of values. In addition, the Honors Program works to foster active, participatory learning; promote interdisciplinary and cross-cultural studies; encourage students to develop facility in a second language beyond the minimum LAS requirements; develop the skills necessary for pursuing independent research; help students see themselves as members of larger communities in which they can be leaders; and assist interested students in thinking about and preparing for post-graduate education.

In order to meet these goals, the program offers small classes organized in a seminar format and taught by faculty committed to realizing the program's goals, emphasizes cross-cultural and interdisciplinary perspectives in all core courses; advances students' skills in writing and research, reading and analysis, through carefully structured exercises; requires intensive language training; encourages self-directed learning through a third-year elective sequence which includes the requirement of a research project, and the fourth-year seminar or thesis; offers lecture and film series, study abroad programs, field trips, and opportunities for public service; and provides information and counseling regarding admission to graduate schools and applications for fellowships.

Students are invited to join the Honors Program at the beginning of their first year at DePaul. Invitations are issued on the basis of a student's written application, high school record, entrance examination scores, and personal interview. In some cases, DePaul students and transfer students may be considered for the Honors Program through the first quarter of their sophomore year. To graduate from the Honors Program, students must have attained a 3.2 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.

REQUIREMENTS

(Note: The following requirements were approved by the Honors Program Committee in May 1994. They apply to students who entered the program in the Fall of 1994 or later. Students who entered the program prior to Fall 1994 should consult the 1994-95 Bulletin.)

Like the Liberal Studies Program, the Honors Program consists of twenty courses representing 80 quarter hours. These include a ten-course core, a three-course science sequence, a three-course modern language sequence beyond the College requirement, a two-course junior year sequence, and two 300-level electives.

The Honors Program core consists of the following courses: HON 101, 102, 103, 104, 105, 201, 202, 203, 204, 350. To promote interdisciplinary learning, the following core courses are paired, and should be taken concurrently whenever possible:

- HON 101: World Literature is paired with
  - HON 104: Religious Worlds and Worldviews
- HON 103: Tradition and Modernity Since 1500 is paired with
  - HON 105: Philosophical Inquiry

Similarly, the following paired courses should be taken consecutively:

- HON 102: Individual and Communities in the Modern World should be followed immediately by HON 103: Tradition and Modernity Since 1500.
- HON 202: Art, Artist and Audience I should be followed immediately by HON 203: Art, Artist and Audience II.
HONORS PROGRAM

Science: Honors students majoring in areas other than Biological Sciences, Chemistry, Physics or Environmental Science must take one of the following three-course sequences: Biology 101, 102, 103; Chemistry 111, 113, 115; Interdisciplinary Science 230, 231, 232; Mathematics 150, 151, 152; Mathematics 160, 161, 162; Physics 150, 151, 152. 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 Sciences 220, 221, 222.

Modern Language: Students must complete one year of modern-language study in addition to the College of Liberal Arts and Sciences requirement at an appropriate level. Honors students majoring in a modern language must complete a year of study in a second language.

Junior Year Two-Quarter Sequence: This requirement involves a research project that may extend over two terms. The requirement can be satisfied in one of the following ways: taking one of the two-quarter sequences offered each year (contact the director for current offerings); taking one quarter of foreign study followed by one quarter of independent research leading from the foreign study experience; or taking one quarter of foreign study followed, where appropriate, by the second quarter of one of the existing two-quarter sequences. All students who take foreign study should see the director or associate director before they go abroad to discuss their plans for satisfying this requirement.

Electives: Students must complete two additional 300-level courses. Although this requirement may be satisfied by taking any 300-level course in the College, students are encouraged to take HON 300: Junior Seminar, additional courses from the junior sequence offerings, or 300-level IDS courses. With the approval of the program director, a seminar at Newberry Library may satisfy this requirement as well.

Senior Thesis: Students have the option of doing a senior thesis in lieu of HON 350: Senior Seminar. Students who choose to do a thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must complete an application, including a project proposal, signed by two advisors from different disciplines. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside boundaries normally associated with one particular discipline. While the final product must be a substantial piece of work building on the student's accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the director or associate director for an application.

Foreign Study: The Foreign Study Program of the College of Liberal Arts and Sciences offers many programs for either one or two quarters. Such an experience is particularly appropriate for students in the Honors Program 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 requirements before that point in their undergraduate careers.

MODEL CURRICULA

Whenever possible, we strongly encourage students to take their concurrently paired Honors Program courses during their first year. These students should follow Model Honors Program Curriculum I. However, students whose schedules permit only one Honors Course at a time may delay their concurrently paired courses until their second year. These students should follow Model Honors Program Curriculum II. Keep in mind that these model curricula are offered as guides, not as strict instructions. Most courses are offered during two quarters; however, some students may decide to postpone their science sequence to the junior year or their Junior Sequence until their senior year. If you have questions, see the program director. Finally, note that these models reflect only Honors Program requirements. Additional courses are designated by "X". For help in planning the rest of their programs, students should consult their major field advisors.
## MODEL HONORS PROGRAM CURRICULUM I

### FIRST YEAR (8 Honors courses over the year)

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>HON 101 and HON 104 or HON 102</td>
<td>HON 102 or HON 103 and HON 105 Language II X (X)</td>
<td>HON 105 or HON 101 and HON 104 Language III X</td>
</tr>
<tr>
<td>Language I X</td>
<td>Language II X</td>
<td>Language III X</td>
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### SECOND YEAR (7 Honors courses over the year)

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<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>200-level HON course Science I X</td>
<td>200-level HON course Science II X</td>
<td>200-level HON course or X</td>
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<tr>
<td>200-level HON course or X</td>
<td>200-level HON course or X</td>
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### THIRD YEAR (3 Honors courses over the year)

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>Jr. sequence X</td>
<td>Jr. sequence X</td>
<td>HON elective X</td>
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### FOURTH YEAR (2 Honors courses over the year)

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<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>HON elective X X</td>
<td>HON 350 or thesis X X</td>
<td>X</td>
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<td>X X</td>
<td>X X</td>
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## MODEL HONORS PROGRAM CURRICULUM II

### FIRST YEAR (3 Honors courses over the year)

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>HON 102 X X X</td>
<td>HON 103 X X X</td>
<td>HON 204 X X X</td>
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### SECOND YEAR (7 Honors courses over the year)

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 201 Language I X X</td>
<td>HON 105 Language II X X</td>
<td>HON 101 and HON 104 Language III X</td>
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<tr>
<td>X</td>
<td>X</td>
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</table>
THIRD YEAR (6 Honors courses over the year)

Autumn Quarter
- HON 202
- IDS 220 (science majors) or Science I
- X
- X

Winter Quarter
- HON 203
- IDS 221 (science majors) or Science II
- X
- X

Spring Quarter
- HON elective
- IDS 222 (science majors) or Science III
- X
- X

FOURTH YEAR (4 Honors courses over the year)

Autumn Quarter
- HON Jr. sequence
- HON elective
- X
- X

Winter Quarter
- HON Jr. sequence
- X
- X

Spring Quarter
- HON 350 or thesis
- X
- X

COURSES

Honors Program courses are open only to students who have been admitted to the Honors Program. Each course carries 4 quarter hours of credit.

100  
Rhetoric and Critical Inquiry. An intensive writing course in a workshop format. This class will lead students through a sequence of writing assignments which require them to take positions and persuade audiences about issues of public concern. Students will work in writing groups and practice revising their work. They will study issues of form and style as part of the consideration of how to create effective public discourse. This course is an elective. Offered Fall and Winter.

101  
World Literature. The focus of this course is the way writers use language to construct their worlds. Men and women from Europe, Asia, the Americas, and Africa not only write about different life experiences but construct their narratives out of different cultural myths. Not only the content of their works, but the forms in which they write reveal ways of perceiving, constructing, and thinking about their worlds. Writing assignments might include a reading journal, role-playing exercises, and/or short essays comparing pertinent aspects of the readings. This course should be taken concurrently with HON 104: Religious Worlds and Worldviews. Offered Fall and Spring.

102  
Individual and Community in the Pre-Modern World. This course examines the world view of the peoples making up traditional West Asian, South Asian, East Asian, African, Amerindian, and European societies to 1500 A.D. Students will be exposed to a variety of traditional value systems and cosmologies with emphasis on the comparative approach. Primary texts will be studied to illustrate these systems. Several short papers involving limited research will be required. Offered Fall and Winter.

103  
Enduring Themes in Human History Since 1500. This course deals with the expansion of Europe and the resulting cultural conflicts. Students will be encouraged to enroll with the same instructor as they had for "Individual and Community in the Pre-Modern World" so that they can focus on the impact of Europe and modernity on the same civilizations they studied the previous term. An extended research paper will be required. Prerequisite: "Individual and Community in the Pre-Modern World." Whenever possible, this course should be taken concurrently with HON 105: Philosophical Inquiry. Offered Winter and Spring.
Religious Worlds and Worldviews. This course focuses upon the collective construction of cultural reality. It examines people's confrontation with the sacred as a formative instrument in this process. Throughout the course the overriding concern is with the meaning and function of culture as a system or world that we inhabit as fish inhabit water. This world with its distinctive concepts of ultimate, time, space, cosmos, and life passages is created and enacted through myths, narratives, and ritual performances. Writing exercises develop analytical skills, the ability to compare and to apply theoretical explanations and interpretations to the process of constructing cultural reality. All sections of the course will involve a field experience in which students enter the world of a community which is not part of the student's own experience. This course should be taken concurrently with HON 101; World Literature. Offered Fall and Spring.

Philosophical Inquiry. This course is an introduction to philosophy and its methods of inquiry insofar as they have to do with questions of knowledge, truth, right and wrong action, and personal and social identity. Specific topics dealt with in this course will also seek to address how these more general themes of knowledge, action, and human identity relate to how such questions are posed in the modern period, how one thinks critically about such questions and attempts to respond to them, and what it means to inquire about the human condition in a rational manner. Readings will be drawn from both primary philosophical texts and relevant material from other disciplines—e.g., history, literature, political thought. All students will be expected to learn to analyze, discuss, and write philosophically about such materials. Whenever possible, this course should be taken concurrently with HON 103; Enduring Themes in Human History Since 1500. Offered Winter and Spring.

States, Markets, and Societies. This is a course about power. The course material explores various theories about how power is distributed and the way this distribution shapes the modern world. The course offers a careful blend of history and social theory, calling each to illuminate the other. It concentrates on the emergence, development, and future of the international capitalist system in the 20th century. A critical appraisal of this system is emphasized, and students are called upon to evaluate alternatives to it. Readings and discussion move back and forth between the presentation of relatively abstract models and the close evaluation of concrete case materials. Writing for the course will include three take-home exams and medium-length papers that ask students to reflect on the readings (required and recommended) and discussions from class. Offered Fall and Winter.

Art, Artist, and Audience I. This two-quarter sequence provides instruction in art, literature and music as examples of the relationships among art, artist and audience. Throughout the two quarters, the class investigates assumptions about what art is, what roles the makers play in society, and what the audience contributes to the process. The first quarter focuses on art for eight weeks and literature for the last two weeks. In addition to introducing students to principles, elements, and criticism in these fields, this course requires students to learn firsthand about the artistic process by participating in an art studio "lab" for three hours each week during the first eight weeks of the quarter. Offered Fall and Winter.
203 Art, Artist, and Audience II. A continuation of HON 202. This course continues the discussion of these three aspects of the creative process by continuing to focus on literature for the first two weeks of the term and then focussing on music for the final eight weeks. Offered Winter and Spring.

204 Urban Experience. This course explores the urban experience, as imagined and as lived. It begins with a discussion of the evolution of cities as physical constructs and social communities, followed by a close examination of Chicago. Chicago provides a case study of trends in city planning and urban design, the historical evolution of social class and ethnic tensions as well as social movements, and the development of urban political institutions. Writing exercises include analyses of film and textual representations of cities, and the city of Chicago in particular. Offered Fall and Spring.

300 Junior Seminar. Offered each quarter, the topics of the junior seminar vary. Each offering, however, builds upon concepts introduced in a previous core course and involves a research project. Each course may satisfy one HON Elective requirement. (Cross-listed with IDS 300)

350 Senior Seminar. This course provides a capstone to the Honors Program by inviting students to help the instructor design the course. Topics, readings, and course requirements are decided by the students in collaboration with the professor. At the start of senior year, students should notify the Honors Program Office of the term in which they intend to take the course. During the term prior to taking the course, students will meet with the instructor for several planning sessions. Offered Winter and Spring.

395 Senior Thesis. Students may elect to do a senior thesis rather than take HON 350. Once their project is approved, they may sign up for course credit under this number.
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**

**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 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 24 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.

**230-231-232 Interdisciplinary Science I, II, III.** A three-course sequence in the sciences, with mathematics integrated throughout. The sequence will emphasize the unifying principles of physics, chemistry, and biology while at the same time introducing students to the varying methodology of the basic scientific disciplines. The sequence will be scheduled for five hours a week, with laboratory activities integrated into the courses.
300  \textit{Selected Seminar Topics.} Offered each quarter, the topics of the junior seminar vary. Each offering, however, builds upon concepts introduced in a previous core course and involves a research project (cross-listed as Honors 300). Variable credit.

390  \textit{Special Topics.} Variable credit.

392  \textit{Internship.} Variable credit. (Permission of director required.)

399  \textit{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 geopolitical boundaries. This field draws on the insights and findings 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, International Political Economy, Asian Studies, African Studies, and War/Peace Studies. In choosing among these options and selecting course work in the concentration, students should consult with the Director of the Program.

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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 Composition and Rhetoric (103, 104) 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 105 Microeconomics, and Political Science 150 Political Systems of the World; and one Level II, not to include 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.

Electives should not include any additional Level I or Level II Liberal Studies courses in the BSS division.

PROGRAM REQUIREMENTS

During the sophomore year, students in this major should take the following sequence of courses: International Studies: 201 The Evolution of the Modern Nation State; 202 International Conflict and Cooperation; and 203 International Movements in the 20th Century. This sequence must be taken in order.

Economics: 106 Macroeconomics. (105 Microeconomics taken in Liberal Studies.)

Political Science 150 (Political Systems of the World taken in Liberal Studies)

Sociology: 102 Cultural Anthropology.

Geography: 201 Geopolitics or International Studies 210 Global Connections.

During the junior year, students should take International Studies 300 Global Connections.

During the senior year, students should take International Studies 301 Senior Seminar.

This program offers areas of concentration in European Studies, Latin American Studies, Asian Studies, African Studies, International Political Economy, and War/Peace Studies.

In consultation with an advisor, students should select 5 courses in their area of concentration from a list of approved courses. Students who choose to concentrate in European Studies and Political Economy must take the following survey course as one of their five courses:

SOC 300 Regional Ethnology: Peoples of Europe (for European Studies).

PSC 344 World Political Economy (for Political Economy).

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.
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;
INT 300 Global Connections; plus two additional courses may be chosen from foreign study courses or 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).

FOREIGN STUDY PROGRAMS

All International Studies majors are encouraged, but not required, to participate in Foreign Study programs. There is no other internship experience that can better prepare one for international work than foreign study. The undergraduate years are the appropriate time to undertake this immersion in another culture. DePaul University's Foreign Study program works closely with the International Studies Program in formulating opportunities for students that are intellectually rigorous and linguistically appropriate. Currently, ten- to fifteen-week programs are offered annually in France, Spain, Italy, Germany, England, Hungary, Poland, Mexico, Japan and China. The programs in Europe can often be extended to a full year.

EUROPEAN COMMUNITY RESEARCH INTERNSHIP

Seniors who show at strong commitment to European Studies can apply to participate in the program's research internship in the European Community Commission's offices in Brussels. This four-month, intensive research experience is organized through the Irish Institute of European Studies at the Catholic University of Leuven and is the only one of its kind for U.S. students. It is especially appropriate for students going to graduate school in some aspect of European Studies.

Other internationally-oriented internships are available abroad, in Washington and in the Chicago area.

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. This course is the first in the required three-course sequence. For that reason, it is open to declared majors and minors only. Other students may take the course on a space-available basis, with the permission of the director. Prerequisite: sophomore International Studies standing, or permission of the program director.
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 efforts to build a consensus on human rights, a more equitable economic order and a healthy, sustainable environment. Prerequisite: 201.

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.). Prerequisite: 202 or permission of the instructor.

RESEARCH AND SYNTHESIS

Global Connections. A junior-level seminar required of all International Studies majors who have declared their major status since June 1, 1994. This course examines the ways historians and social scientists have described the interrelationships between people living across the globe. Depending on the instructor, emphasis may be placed either on international political economy or global culture.

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. Prerequisite: senior International Studies standing or permission of the instructor.

AREA STUDIES

African Area Studies I. A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions within the African continent.

African Area Studies II. A continuation of the survey of institutions and cultural history described in 310.

West Asian Area Studies I. A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions within West or South Asia.

West Asian Area Studies II. A continuation of the survey of institutions and cultural history described in 320.

East Asian Area Studies I. A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions within East Asia and the Pacific.

East Asian Area Studies II. A continuation of the survey of institutions and cultural history described in 330.

European Area Studies I. A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions of Europe and the Soviet Union.

European Area Studies II. A continuation of the survey of institutions and cultural history described in 340.
Latin American Area Studies I. A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions of Latin America.

Latin American Area Studies II. A continuation of the survey of institutions and cultural history described in 350.

TOPICAL STUDIES

Development in the Third World. A survey of the problem of endemic poverty in the Third World, together with a consideration of the various forms of public action designed to alleviate poverty. Considerable attention will be paid to the problems of rural poverty and the pitfalls and possibilities of industrialization.

Language and the Politics of Terror. Politics is, among other things, the arena in which human bodies are broken. This course will concern itself with the breaking of human bodies through torture, genocide, war and poverty. Throughout, a focus will be maintained on the interface between bodies and language, on how bodies placed under extremes of pain and degradation lose their capacity for speech, and how language reaches its intrinsic limits in trying to represent bodies in pain.

Guest Seminar. Examination of a topic in international studies under the direction of a visiting professor.

International Studies Practicum. Structured and supervised student participation in collegiate level simulations of International agencies, organizations, and conferences, including Model U.N., Model O.A.S., and others. Includes practical experience in agenda research, resolution preparation, and committee debate. The practicum extends through a single academic year. Students will register for the course in Autumn term. Four credit hours are earned at the end of the Spring term. Prerequisite: permission of the practicum supervisor.

Independent Study. Prerequisite: permission of the director. 2-4 credit hours.

INTERNATIONAL STUDIES INTERNSHIPS

The International Studies Internship is designed to further develop the students' understanding of the applications of academic skills in government, in corporations, and in private agencies. Students negotiate an internship agreement between the director of the International Studies Program and their internship supervisor. They ordinarily enroll for INT 380 for the agreed upon number of credit hours. Internship programs that involve off-campus residence for an entire term or summer, especially if the activities are only intermittently supervised, require senior standing and enrollment in preparatory seminar (380), as well as in postinternship-directed research.

Internship Proseminar. In this phase of an off-campus internship, students develop a research agenda under the supervision of faculty that they will carry out during their off-campus residency. Prerequisites: senior standing and permission of the director.
382 Internship Residency. This course should be used to register credit hours for both Chicago-based and off-campus residencies to complete internship agreements and approved independent research proposals. **Prerequisite:** permission of the director. 4-8 credit hours.

384 Internship Directed Research. In this phase of an off-campus internship, students submit a research report to faculty and expand upon their experience through further research. **Prerequisites:** senior standing and permission of the director.
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 and principles upon which DePaul University is founded.

The program offers the DePaul student the opportunity to major or minor in Jewish Studies and 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.
Through its interdisciplinary framework, the Latin American Studies Program addresses problems of an historical, economic, political and cultural nature common to the countries of the region. 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 or Latino students with their rich heritage, particularly through the minor in Latin American Studies.

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**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 Composition and Rhetoric (103, 104) 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. Four courses will be taken from the following, a minimum of one in four out of the five disciplines.

- Geography: 326 Mexico, Central America and the Caribbean; 327 South America
- Political Science: 244 Latin America-United States Relations; 252 Latin American Politics; 325 Latino Political Empowerment; 339 Latin American Political Thought; 352 Authoritarian Regimes.
- Religious Studies: 360 History, Myth and Religion in Pre-Conquest Mesoamerica; and 351 Liberation Theology.
- Spanish: 303 Latin American Literature and Culture I; 304 Latin American Literature and Culture II; 321 Hispanic Writers of the United States; 322 Hispanic Women Writers; 323 Revolution in Literature; 333 Hispanic Women Writers (in English).

In addition, another twenty hours will be required from the list of core courses (above) or an approved list of electives that is available from the director. Students may petition the director for substitutions. In selecting courses for the additional twenty hours, students are encouraged to concentrate in one of four areas: Latin American History, Contemporary Issues in Latin America, Latinos and the Latin American Experience, or Latin American Culture and Expression. These courses should be selected in consultation with the director. Students in their senior year are encouraged to take an independent study class or internship under the guidance of one of the Latin American Studies faculty members. This course should serve as a capstone bringing together the prior work in the student's area of concentration.
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 and the ability to carry on a conversation about an idea or concept. Proficiency will be determined by the director and the Modern Language Department faculty members.

Finally, students are encouraged to participate in DePaul’s Foreign Study Program in Mexico. In general, the courses taken in the Mexico program may all be counted toward the major.

**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 diplomacy, international business or development) or those who are interested in Latin Americans and their descendants in the United States (education, social work or law). Students of Latin American descent who wish to explore their ethnic heritage without making it the focus of their academic work may also find the 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 Contrasts; 327 South America: Physical and Cultural Contrasts.
- Political Science: 244 Latin American–United States Relations; 252 Latin American Politics; 325 Latino Political Empowerment; 339 Latin American Political Thought; 352 Authoritarian Regimes.
- Religious Studies: 360 History, Myth and Religion in Pre-Conquest Mesoamerica; and 391 Liberation Theology.
- Spanish: 303 Latin American Literature and Culture I; 304 Latin American Literature and Culture II; 305 Latin American Novel; 306 Hispanic Literature of the Caribbean; 315 Pop Culture in Mexican Literature; 321 Hispanic Writers of the United States; 322 Hispanic Women Writers; 323 Revolution in Literature; 333 Hispanic Women Writers (In English).

Permission to substitute another course for one of these may be obtained from the director.
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.

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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 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 Composition and Rhetoric (103, 104) 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 choose 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, Physics 209, 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 C or better. This requirement can be waived only with the department's or instructor's consent.

COMMON CORE


Computer Science: A course in any programming language.

In planning schedules, students should expect that the sequences 310-311-312, 335-336-337, and 391-392-393 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.
- Finance: 310 Financial Management I; 330 Investments; Securities and Markets; 335 Portfolio Management.
- 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; 330 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.
- Finance: 310 Financial Management I; 330 Investments; Securities and Markets.

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; 348 Applied Statistical Methods or 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; 315 Analysis and Design Techniques.

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.

DOUBLE MAJOR

A Mathematics major can double major in other departments such as Economics and Physics. Various mathematics courses are cross-listed as 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 200, 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 combined B.S./M.S. Degree in Applied Mathematics allows students to 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 about one year after the B.S. degree. Students must apply to the chair of the department no later than the beginning of the junior year. A maximum of 12 undergraduate quarter hours with grade of B or better may be counted toward the M.S. degree.

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 200- or 300-level course in probability and statistics.

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: 151 or 161. (To be offered Winter 95-96 and in alternate years thereafter.)

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. Numbers, systems, solutions of equations and inequalities, coordinate systems, graphing, polynomial and rational expressions, and radicals. Prerequisite: placement by the Mathematics Diagnostic Test.

130 College Algebra and Pre-Calculus. 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 Pre-Calculus. 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.
Calculus for Information Systems. Limits, continuity, the derivative and rules of differentiation, applications of the derivative, exponential and logarithmic functions, the definite integral and some methods of integration, improper integrals. Prerequisite: 141.

Calculus I. Limits, continuity, the derivative, rules of differentiation, extrema, curve sketching, related rates, applications. Prerequisite: 131 or placement by Mathematics Diagnostic Test. Mathematics 131 may be taken concurrently.

Calculus II. Definite and indefinite integrals, applications of the integral, exponential and logarithmic functions, techniques of integration. Prerequisite: 150.

Calculus III. L'Hôpital's rule, improper integrals, Taylor polynomials, series and sequences, first-order differential equations. Prerequisite: 151.

Calculus for Mathematics and Science Majors I. Same content as 150, but in greater depth. Prerequisite: 131 or placement by Mathematics Diagnostic Test. Mathematics 131 may be taken concurrently. 5 quarter hours.

Calculus for Mathematics and Science Majors II. Same content as 151, but in greater depth. Prerequisite: 160. 5 quarter hours.

Calculus for Mathematics and Science Majors III. Same content as 152, but in greater depth. Prerequisite: 161. 5 quarter hours.

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.

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.

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.

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.

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 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.

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. Prerequisites: 361 and 351 or 348.

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.

Actuarial Mathematical II. Mathematical methods for population analysis and survival models. Prerequisite: 353.

Mathematical Demography. Introduction to demography. Mortality table construction and methods of population and demographic analysis. Prerequisite: 353 or consent.

Algebra & Number Theory

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.

Combinatorics. Methods of counting and enumeration of mathematical structures. Topics include generating functions, recurrence relations, inclusion relations, and graphical methods. Prerequisite: 215 or consent.

Abstract Algebra I. The integers, permutations, groups, homomorphism; theorems of Lagrange and Cayley. Prerequisites: 215 and 262 which may be taken concurrently, or Computer Science 310.

Abstract Algebra II. Isomorphism theorems; quotient groups; rings; ideals; quotient rings; integral domains. Prerequisite: 310.

Abstract Algebra III. Polynomial rings, fields and extension fields; introduction to Galois theory. Prerequisite: 311.

Advanced Linear Algebra. Matrix representation of linear transformations, inner products and rotations, eigenvalues and eigenvectors, diagonalization of symmetric matrices, principal axis theorem and positive definite quadratic forms, applications to geometry and statistics. Prerequisite: 262.

Logic and Set Theory. Topics in axiomatic set theory, formal logic, and computability theory. Prerequisite: 215 or 141.

Applied Mathematics

Business Calculus I. Differential calculus of one or more variables with business applications. Prerequisite: 130.

Business Calculus II. Integral calculus, matrix algebra, and probability theory with business applications. Prerequisite: 125.

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.
Mathematical Modeling. Modelling of real world problems using mathematical methods. Includes a theory of modelling and a study of specific models, selected from deterministic, 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.

115 Mathematics for Elementary School Teachers III. Continuation of Math 110-111. Prerequisite: 111.


GEOMETRY AND TOPOLOGY

320 Geometry I. Incidence and separation properties of plane; congruence parallel postulate; area theory; ruler and compass construction. Prerequisite: 220 or 162. (To be offered in Autumn 94-95 and in alternate years thereafter.)

321 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.)


MATHEMATICAL ANALYSIS

335 Real Analysis I. Real number system, completeness, supremum, and infimum, sequences and their limits, lim inf, lim sup, limits of functions, continuity. Corequisites: 262 and Prerequisite: 215. (To be offered in Autumn 95-96 and in alternate years thereafter.)

336 Real Analysis II. Properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration. Prerequisite: 335.

337 Complex Analysis. Complex functions; complex differentiation and integration; series and sequences of complex functions. Prerequisites: 215 and 261.

338 Differential Equations. Linear equations, systems with constant coefficients, series solutions, Laplace transforms, and applications. Prerequisite: 262 or 395.


MATHEMATICAL PHYSICS

393 **Methods of Theoretical Physics I** (cross-listed as Physics 393). Infinite series, complex numbers, Fourier series, Laplace and Fourier transforms. **Prerequisite:** 261.

394 **Methods of Theoretical Physics II** (cross-listed as Physics 394). Vector calculus, Legendre polynomials, partial differential equations, and probability. **Prerequisite:** 393.

395 **Methods of Theoretical Physics III** (cross-listed as Physics 395). Special functions, complex integration, calculus of variations, coordinate transformations. **Prerequisite:** 394.

OPERATIONS RESEARCH

387 **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. **Prerequisites:** 262 or 220, and any introductory programming course.

388 **Operations Research II: Optimization Theory** (cross-listed as Computer Science 388). Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. **Prerequisites:** 387 or instructor's consent.

389 **Operations Research III, Advanced Topics.** **Prerequisite:** 388 or instructor's consent.

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 348 or 351 rather than 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 wildlife. **Prerequisites:** 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. **Prerequisites:** 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. Introduction to statistical software (which will 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:** 151 or 161.

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. **Prerequisite:** 261.

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.

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.

354 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. **Prerequisites:** 353 and 262 or by consent.

355 Stochastic Processes. Discrete Markov chains and random walk, birth and death processes, Poisson process, queueing systems, and renewal processes. **Prerequisite:** 353.

356 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. **Prerequisites:** 353 and 262 or instructor's consent.

357 Nonparametric Statistics. Inference concerning location and scale parameters, goodness of fit tests, association analysis, and tests of randomness using distribution free tests. **Prerequisites:** 353 and 348 or instructor's consent.
358  **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. **Prerequisites: 353 or 348 and instructor's consent.**

359  **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. **Prerequisites: 353 or 348 and instructor's consent.**

MISCELLANEOUS

398  **Senior Seminar.** Topics may vary from year to year.

399  **Independent Study.** Variable credit **Prerequisite: Consent of chair.**

GRADUATE COURSES

Graduate courses may be taken for credit by juniors and seniors with consent of the chair 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 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 graduation. The government, in return, provides a monthly stipend of $150.00 for up to ten months of the school year.

Students may compete for ROTC two-year and three-year scholarships during their freshman or sophomore year. Scholarships can pay up to $12,000, a quarterly book allowance, laboratory fees, and $150 monthly during the remainder of the winner's undergraduate education.

A basic camp summer program (Military Science 116/6 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 Military Science 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
Michael B. Bonner, M.S.,
Professor and Chair
Butler University

Major Joseph Hamilton, B.A.,
Assistant Professor
Washington & Jefferson College

Captain Eloy H. Mazo, B.A.,
Assistant Professor
Wharton University

Captain Timothy Michels, B.A.,
Assistant Professor
Saint Norberts College

Captain Ronald G. Simmons, B.S.,
Assistant Professor
South Carolina State University

Captain Phillip G. Smith, B.A.,
Assistant Professor
University of New York
PROGRAM

In order to be commissioned 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 Advanced Camp prior to being commissioned.

Credits earned through the Military Science Department are counted toward degree requirements at DePaul. Classroom instruction is offered at the University of Illinois at Chicago and Illinois Institute of Technology. Students contact the professor to arrange for the most convenient location to attend class. Further information may be obtained from the Department of Military Science at University of Illinois at Chicago, (312) 996-3451, or at Illinois Institute of Technology, (312) 567-7955.

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  Leadership Dynamics. 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  The American Military Experience I. While concentrating on the American experience of war, attention will also be given to the experiences of military conflicts of others. Beginning with the wars of the Greeks and Romans, it will proceed through the medieval and Renaissance periods to the age of Frederick the Great and Napoleon and thence to the American Revolution, the War of 1812, the Mexican War, the Civil War, and the Spanish-American War.

121  The American Military Experience II. Continuation of previous quarter with focus on World War I, and II, the Korean War, the Viet Nam War, and the Persian Gulf. The inter-war years will be investigated and attention will be given to the political, social, and technological ramifications of war as the morality of armed conflict between nations.
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.
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 civilizations of the countries. 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) 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, Japanese 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 varying levels of instruction in Arabic, Chinese, Classical Greek, Polish and Russian. Students are encouraged to participate in DePaul's Foreign Study Programs in China, France, Germany, Greece, Italy, Japan, Mexico, Spain, Poland and other locations. Consult the Foreign Study Office for current offerings.

FACULTY

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University of California, Irvine

PASCAL-ANNE BAJI, PH.D., Assistant Professor
New York University

AGNOS BRENNAN, M.A., Lecturer
University of Illinois at Chicago

GLEN E. CARMAN, PH.D., Assistant Professor
Cornell University

GARY P. CASTORO, PH.D., Assistant Professor
Harvard University

NOBUKO CHIKAMATSU, PH.D., Assistant Professor
University of Illinois, Urbana

ALEXANDER V. DAVIS, Doctor en Letras, Professor Emeritus
Universidad de Mexico

JUANA QUIÑONES-GOERGEN, PH.D., Assistant Professor
State University of New York at Stony Brook

MIRZA GONZALEZ, PH.D., Professor
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WILLIAM V. HOFFMAN, PH.D., Professor Emeritus
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GUILLERMETTE C. JOHNSTON, PH.D., Assistant Professor
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CLARA E. ORBAN, PH.D., Assistant Professor
University of Chicago

TINA RAFFARDINI, PH.D., Associate Professor
Indiana University, Bloomington

INCA RUMOLD, PH.D., Associate Professor
Stanford University

ANDREW G. SUOZZO, JR., PH.D., Professor
University of Pennsylvania
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.
Two to three years of high school language: begin with 105 or 106 on approval of Language Department chair.
Four years of high school language or a more extensive background: begin with 106, 200- or 300-level courses chosen in consultation with departmental chair.
Placement tests or consultation with the chair can result in an adjustment of this guide (either forward or backward) to reflect the individual competencies of the student.

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 Composition and Rhetoric (103, 104) 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

1. STANDARD CONCENTRATION

All students are required to enroll in one of the following sequences.

French: 201 Advanced Communication I; 202 Advanced Communication II; 203 or 204 Advanced Communication III or IV; 341 Introduction to French Literature I; 342 Introduction to French Literature II; 350 Modern Languages: French Phonetics and Phonology; 355 Modern Languages: Contemporary Criticism; one 20th century literature course and four more 300-level courses.

German: 201 Advanced Communication I; 202 Advanced Communication II; 203 Advanced Communication III; 355 Modern Languages: Contemporary Criticism; and eight 300-level courses.

Italian: 201 Advanced Communication I; 202 Advanced Communication II; 203 Advanced Communication III; 355 Modern Languages: Italian Phonetics and Phonology; 355 Modern Languages: Contemporary Criticism; and seven 300-level courses.
Spanish: 201 Advanced Grammar and Communication I, 202 Advanced Composition and Communication; 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 Latin American Literature I; 304 Latin American Literature II, and finally, four more 300-level courses.

205 Grammar/Composition for the Hispanic I, 206 Grammar/Composition for the Hispanic II and 207 Advanced Conversation for the Hispanic are strongly recommended to students of Hispanic background. These courses may be substituted for Spanish 201, 202, 203-204.

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 or 204, 349, and 355 plus seven more courses at the 300-level. Modern Languages 350 for French majors, 353 for Italian majors, and 352 for Spanish majors, respectively, is also required.

SPECIAL PROGRAMS

MINOR IN FRENCH, GERMAN, ITALIAN, JAPANESE, OR SPANISH

An individualized program can be developed for a minor after consultation with the chair or a counselor from the Modern Languages faculty. The minor will consist of a total of five 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 courses 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 (French 101, 103, 105 or Spanish 101, 102, 105) for the beginning language student; Stage Two (French 104, 105, 106 or Spanish 104, 105, 106) for the intermediate language student. The minor itself will consist of French/Spanish 320 Advanced Commercial French/Spanish plus any configuration of French/Spanish 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: French 201, 202, 203 or 204 and 321 or one civilization course; Spanish 201, 202, 203 or 204, and 325. Hispanic students are encouraged to substitute Spanish 205, 206 and 207 for Spanish 201, 202, 203 or 204.

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. Courses marked with an asterisk may be repeated for credit when topics vary; 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 105 level (or 109 if warranted by excellent performance) any advanced course can be taken in any order.

All Independent Study courses require prior approval by the course instructor and the chair.

ARABIC

FOUNDATION: OFFERED ON A DEMAND BASIS ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Arabic Practicum. Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.</td>
</tr>
<tr>
<td>101</td>
<td>Basic Arabic I. Listening to, speaking, reading and writing Arabic in a cultural context for the beginning student. Must be taken with Arabic 100.</td>
</tr>
<tr>
<td>102</td>
<td>Basic Arabic II. Continued emphasis on the four skills in culturally authentic situations. Must be taken with Arabic 100.</td>
</tr>
<tr>
<td>103</td>
<td>Basic Arabic III. Further work on the basic elements of the Arabic language, spoken as well as written, with due regard to the cultural context of Arabic expression. Must be taken with Arabic 100.</td>
</tr>
</tbody>
</table>

CHINESE

FOUNDATION

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>100</td>
<td>Chinese Practicum. Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.</td>
</tr>
<tr>
<td>101</td>
<td>Basic Chinese I. Listening to, speaking, reading and writing Chinese in a cultural context for the beginning student. Must be taken with Chinese 100.</td>
</tr>
<tr>
<td>102</td>
<td>Basic Chinese II. Continued emphasis on the four skills in culturally-authentic situations. Must be taken with Chinese 100.</td>
</tr>
<tr>
<td>103</td>
<td>Basic Chinese III. Further work on the basic elements of the Chinese language, spoken as well as written, with due regard to the cultural context of Chinese expression. Must be taken with Chinese 100.</td>
</tr>
<tr>
<td>104</td>
<td>Intermediate Chinese I. Intensive practice in the use of Chinese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.</td>
</tr>
</tbody>
</table>
105 Intermediate Chinese II. Continuing practice in spoken and written Chinese and further development of reading and listening abilities in an authentic cultural context.

106 Intermediate Chinese III. Developing more fluency in speaking, understanding, reading and writing Chinese with a concomitant heightened awareness of the cultural dimensions of the Chinese language.

ADVANCED

201 Advanced Chinese I. Further work on grammatical principles as well as intensive reading and writing practice.

202 Advanced Chinese II. Continued emphasis on grammatical principles and further refinement of all four language skills.

203 Advanced Chinese III. Special emphasis on conversation within the context of all four skills.

OTHER

398 Foreign Study. Variable credit. Permission required.

399 Independent Study. Variable credit.

FRENCH FOUNDATION

100 French Practicum. Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.

101 Basic French I. Listening to, speaking, reading and writing French in a cultural context for the beginning student. Must be taken with French 100.

102 Basic French II. Continued emphasis on the four skills in culturally-authentic situations. Must be taken with French 100.

103 Basic French III. Completion of the basic elements of the French language, spoken as well as written, with due regard to the cultural context of French expression. Must be taken with French 100.

104 Intermediate French I. Intensive practice in the use of French through listening, speaking, reading, and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

105 Intermediate French II. Continuing practice in spoken and written French and further development of reading and listening abilities in an authentic cultural context.

106 Intermediate French III. Developing more fluency in speaking, understanding, reading and writing French with a concomitant heightened awareness of the cultural dimensions of the French language.

ADVANCED

201 Advanced Communication I. Developing culturally appropriate speech and writing through the study of speech acts and written documents within the context of a systematic study and review of grammar.

202 Advanced Communication II. Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing, and other writing activities.
203 Advanced Communication III. Developing a sophisticated spoken fluency using authentic oral texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression.

204 Advanced Communication IV. Continued refinement of advanced speaking skills by focusing on oral texts discussed in their sociocultural context. Backup support provided through written texts and exercises.

321 Translation. Fundamental principles of translation and acquisition of practical skills involved in translating original documents from French into English and from English into French in the areas of literature and other topics. Prerequisite: Three years of college French.

CIVILIZATION

304 French Civilization I. Intellectual, political and social background from early times through the revolution.

332 French Civilization II. Intellectual, political and social background from the rise of Napoleon to the current time.

340 French Civilization III. Contemporary France.

COMMERCIAL


PERIODS/AREAS

301 The Middle Ages. Chansons de gestes, theatre, lyric poetry, chronicles.

302 Survey of 17th and 18th Century Literature. 1600 to the end of the ancien régime.

303 Romantics, Realists and Rebels. 19th-century French literature.

305 Renaissance. LaPléiade, Rabelais, Montaigne, Marguerite de Navarre.

306 The Age of Louis XIV. Classical period 1660-1700.


312 Twentieth Century Writers. Proust, Gide, Malraux, Camus, Sartre.


316 Francophone Literature of Africa and the Caribbean. Classic and emerging writers of these regions.

317 The Literature of French Canada. Classic and contemporary French-Canadian writers.


341 Introduction to French Literature I. Survey of French literature from its beginnings through the 17th century. (Required of all majors).

342 Introduction to French Literature II. Survey of French literature of the 18th and 19th centuries. (Required of all majors).
GENRES

309  The French Novel.* Topics include: 17th- and 18th-century novel; world of Balzac, Flaubert and Stendhal; Realism and Naturalism; contemporary novelists; survey of the novel.

310  French Drama.* Topics include: classical drama; romantic drama; contemporary drama.

311  French Poetry.* Topics include: form and substance; Baudelaire, Rimbaud, Verlaine, Mallarmé; contemporary poets.

315  Contemporary French Criticism.* Topics include: structuralist critics; feminist critics; post-modernist critics.

318  Theater Performance. Study and performance of a play from the French or francophone repertoire.

OTHER

398  Foreign Study. Variable credit. Permission required.

399  Independent Study. Variable credit. Permission of chair and instructor required.

CINEMA

329  French Cinema. Topics in French film from its origins to the present day.

GERMAN FOUNDATION

100  German Practicum. Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.

101  Basic German I. Listening to, speaking, reading and writing German in a cultural context for the beginning student. Must be taken with German 100.

102  Basic German II. Continued emphasis on the four skills in culturally authentic situations. Must be taken with German 100.

103  Basic German III. Completion of the basic elements of the German language, spoken as well as written, with due regard to the cultural context of German expression. Must be taken with German 100.

104  Intermediate German I. Intensive practice in the use of German through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

105  Intermediate German II. Continuing practice in spoken and written German and further development of reading and listening abilities in an authentic cultural context.

106  Intermediate German III. Developing more fluency in speaking, understanding, reading and writing German with a concomitant heightened awareness of the cultural dimensions of the German language.

ADVANCED

201  Advanced Communication I. Developing culturally appropriate speech and writing through the study of speech acts and written documents within the context of a systematic study and review of grammar.
202  **Advanced Communication II.** Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing and other writing activities.

203  **Advanced Communication III.** Developing a sophisticated spoken fluency using authentic oral texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression.

**CIVILIZATION**

309  **German Civilization I.** The rise and fall of the “Holy Roman 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.

311  **German Civilization III.** Contemporary Germany.

312  **German Intellectual History.** Marx, Nietzsche, Freud; their decisive influence on the twentieth century.

**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.


314  **Berlin and the Golden Twenties.** Expressionist film, Bauhaus, Dada, Brecht, Thomas Mann.

315  **Literature after 1945 (East and West).** Reconstruction of German literature and coming to terms with the past: “Gruppe 47”, Grass, Boell, Enzensberger.

316  **Literature of the Weimar Years:** Mann, Hesse, Kafka, Brecht.

317  **Women Writers of German Expression.** Studies in literature and social issues from all periods of German, Austrian and Swiss history.

**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 Hölderlin, 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.

**OTHER**

398  **Foreign Study.** Variable credit. Permission required.

399  **Independent Study.** Variable credit. Permission of chair and instructor required.
GREEK

FOUNDATION: OFFERED ON A DEMAND BASIS ONLY

100  Greek Practicum. Required intensive language practice to reinforce study in 110-112. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.

101  Classical Greek I. An introduction to the basic grammar of classical Greek for the beginning student.

102  Classical Greek II. A continuation of the introduction to grammar with an emphasis on reading skills through vocabulary development.

103  Classical Greek III. Special attention to reading Greek texts in conjunction with English translations for an appreciation of accurate rendering and structural divergence.

110  Modern Greek I. An introduction to the basic grammar of modern Greek for the beginning student. Must be taken with Greek 100.

111  Modern Greek II. A continuation of the introduction to grammar with an emphasis on oral work and reading skills through vocabulary development. Must be taken with Greek 100.

112  Modern Greek III. Further work on the basic elements of modern Greek, spoken as well as written, with due regard for the cultural context of Greek expression. Must be taken with Greek 100.

OTHER

398  Foreign Study. Variable credit. Permission required.

399  Independent Study. Variable credit. Permission of chair and instructor required.

ITALIAN

FOUNDATION

100  Italian Practicum. Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.

101  Basic Italian I. Listening to, speaking, reading and writing Italian in a cultural context for the beginning student. Must be taken with Italian 100.

102  Basic Italian II. Continued emphasis on the four skills in culturally-authentic situations. Must be taken with Italian 100.

103  Basic Italian III. Completion of the basic elements of the Italian language, spoken as well as written, with due regard to the cultural context of Italian expression. Must be taken with Italian 100.

104  Intermediate Italian I. Intensive practice in the use of Italian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

105  Intermediate Italian II. Continuing practice in spoken and written Italian and further development of reading and listening abilities in an authentic cultural context.

106  Intermediate Italian III. Developing more fluency in speaking, understanding, reading and writing Italian with a concomitant heightened awareness of the cultural dimensions of the Italian language.
ADVANCED

201 **Advanced Communication I.** Developing culturally appropriate speech and writing through the study of speech acts and written documents within the context of a systematic study and review of grammar.

202 **Advanced Communication II.** Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing and other writing activities.

203 **Advanced Communication III.** Developing a sophisticated spoken fluency using authentic oral texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression.

CIVILIZATION

304 **Italian Civilization I.** The development of Italian culture from the rise of the city-state after the year 1000 to the grand achievements of poets, painters and politicians in the Renaissance court.

332 **Italian Civilization II.** Overview of artistic, social and political developments from the Baroque to the Risorgimento.

340 **Italian Civilization III.** The artistic, social and political development of modern Italy from industrialization through the Fascist era to contemporary society.

PERIODS

301 **Origins of Italian Literature.** Topics will include the development of vernacular literature from the earliest texts to Dante.

302 **Writing the Self in the Italian Renaissance.** Topics will include the evolving conception of self in texts of the Humanists, Machiavelli, Castiglione, Michelangelo, Ariosto and Tasso.

303 **Literature of the Seicento and Settecento.** Topics will include Baroque and Enlightenment texts of Marino, Galilei, Vico, Goldoni and Allieri.

305 **Towards Unification: Romanticism, Revolutionaries, and Realists.** Authors will include Toschi, Leopardi, Manzoni, Verga, Carducci and Pascoli.

306 **Futurism and Beyond: Literature of the Novecento.** Topics will include issues of modernity in the works of Svevo, Marinetti, D'Annunzio, Pirandello and others.

307 **The World of the Condemned: Dante's Inferno.** A close reading of the first part of Dante's masterpiece.

308 **The Realm of Salvation: Dante's Purgatory and Paradise.** A close reading of selections from Purgatory and Paradise.

310 **Petrarca and Boccaccio.** A close reading of selections from the Canzoniere and Decamerone.

GENRES

309 **The Italian Novel.** Selected topics from all periods.

311 **Italian Poetry.** Selected topics from all periods.

312 **Italian Drama.** Selected topics from all periods.

CINEMA

329 **Italian Film.** The development of Italian cinema from its origins to the present.
OTHER
398  Foreign Study. Variable credit. Permission required.
399  Independent Study. Variable credit. Permission of chair and instructor required.

JAPANESE

FOUNDATION

100  Japanese Practicum. Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.

101  Basic Japanese I. Listening to, speaking, reading and writing Japanese in a cultural context for the beginning student. Must be taken with Japanese 100.

102  Basic Japanese II. Continued emphasis on the four skills in culturally-authentic situations. Must be taken with Japanese 100.

103  Basic Japanese III. Further work on the basic elements of the Japanese language, spoken as well as written, with due regard to the cultural context of Japanese expression. Must be taken with Japanese 100.

104  Intermediate Japanese I. Intensive practice in the use of Japanese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

105  Intermediate Japanese II. Continuing practice in spoken and written Japanese and further development of reading and listening abilities in an authentic cultural context.

106  Intermediate Japanese III. Developing more fluency in speaking, understanding, reading, and writing Japanese with a concomitant heightened awareness of the cultural dimensions of the Japanese language.

ADVANCED

201  Advanced Japanese I. Further work on grammatical principles as well as intensive reading and writing practice.

202  Advanced Japanese II. Continued emphasis on grammatical principles and further refinement of all four language skills.

203  Advanced Japanese III. Special emphasis on conversation within the context of the study of all four skills.

300  Advanced Kanji Building I. Advanced study focusing on the most necessary 500 kanji characters.

301  Advanced Kanji Building II. Advanced study focusing on the most necessary 1000 kanji characters.

CIVILIZATION

302  Contemporary Japanese Culture. A study of modern Japan through extensive use of its leading newspapers.

COMMERCIAL

LINGUISTICS

330  Introduction to Japanese Linguistics. Study of a wide range of topics including
Japanese language analysis, dialectal variations, and the history of the Japanese
language. Data collection on oral and written texts with related class discus-
sions.

PERIODS

304  Contemporary Japanese Literature (Showa Era 1926-1988). Readings from
Tanizaki, Kawabata, Mishima, and other contemporary authors.

OTHER

398  Foreign Study. Variable credit. Permission required.
399  Independent Study. Variable credit. Permission of chair and instructor required.

POLISH

FOUNDATION

100  Polish Practicum. Required intensive language practice to reinforce study in 101-
103. Each practicum must be taken concurrently with its corresponding basic
course. No practicum may be taken alone.

101  Basic Polish I. Listening to, speaking, reading and writing Polish in a cultural
context for the beginning student. Must be taken with Polish 100.

102  Basic Polish II. Continued emphasis on the four skills in culturally authentic sit-
uations. Must be taken with Polish 100.

103  Basic Polish III. Further work on the basic elements of the Polish language, spoken
as well as written, with due regard to the cultural context of Polish expression.

104  Intermediate Polish I. Intensive practice in the use of Polish through listening,
speaking, reading and writing, and continued enhancement of the cultural
awareness intrinsic to those skills.

105  Intermediate Polish II. Continuing practice in spoken and written Polish and
further development of reading and listening abilities in an authentic cultural
context.

106  Intermediate Polish III. Developing more fluency in speaking, understanding,
reading and writing Polish with a concomitant heightened awareness of the
cultural dimensions of the Polish language.

205  Polish for the Native Speaker I. Introduction to grammar and written composition
for native speakers of Polish with little or no formal language training.

206  Polish for the Native Speaker II. Continued emphasis on improved grammar
and writing for native speakers of Polish with limited formal Polish language
training.

207  Polish for the Native Speaker III. Advanced conversation practice emphasizing
standard Polish speech for those with limited formal training in spoken Polish.

OTHER

398  Foreign Study. Variable credit. Permission required.
399  Independent Study. Variable credit. Permission of chair and instructor required.
RUSSIAN

FOUNDATION

100  
**Russian Practicum.** Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.

101  
**Basic Russian I.** Listening to, speaking, reading and writing Russian in a cultural context for the beginning student. Must be taken with Russian 100.

102  
**Basic Russian II.** Continued emphasis on the four skills in culturally authentic situations. Must be taken with Russian 100.

103  
**Basic Russian III.** Further work on the basic elements of the Russian language, spoken as well as written, with due regard to the cultural context of Russian expression. Must be taken with Russian 100.

104  
**Intermediate Russian I.** Intensive practice in the use of Russian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

105  
**Intermediate Russian II.** Continuing practice in spoken and written Russian and further development of reading and listening abilities in an authentic cultural context.

106  
**Intermediate Russian III.** Developing more fluency in speaking, understanding, reading and writing Russian with a concomitant heightened awareness of the cultural dimensions of the Russian language.

OTHER

398  
**Foreign Study.** Variable credit. Permission required.

399  
**Independent Study.** Variable credit. Permission of chair and instructor required.

SPANISH

FOUNDATION

100  
**Spanish Practicum.** Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.

101  
**Basic Spanish I.** Listening to, speaking, reading and writing Spanish in a cultural context for the beginning student. Must be taken with Spanish 100.

102  
**Basic Spanish II.** Continued emphasis on the four skills in culturally authentic situations. Must be taken with Spanish 100.

103  
**Basic Spanish III.** Completion of the basic elements of the Spanish language, spoken as well as written, with due regard to the cultural context of Spanish expression. Must be taken with Spanish 100.

104  
**Intermediate Spanish I.** Intensive practice in the use of Spanish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

105  
**Intermediate Spanish II.** Continuing practice in spoken and written Spanish and further development of reading and listening abilities in an authentic cultural context.
106 Intermediate Spanish III. Developing more fluency in speaking, understanding, reading and writing Spanish with a concomitant heightened awareness of the cultural dimensions of the Spanish language.

109 Intermediate Spanish for the Hispanic. Special Intermediate course for students with a native-speaker background whose goal is the achievement of increased language proficiency.

ADVANCED
201 Advanced Grammar and Communication. A systematic study and review of grammar. Developing appropriate speech and writing through the study and discussion of written documents within a cultural context.

202 Advanced Composition and Communication. Continued study of grammar, speech and writing with emphasis on the development of an effective prose style.

203 Advanced Conversation I. Developing a more sophisticated spoken fluency; backup support provided through written texts and exercises.

204 Advanced Conversation II. Refinement of advanced speaking skills.

205 Grammar/Composition for the Hispanic I. For native speakers of Spanish.

206 Grammar/Composition for the Hispanic II. For native speakers of Spanish.

207 Advanced Conversation for the Hispanic. For native speakers of Spanish.

CIVILIZATION
307 Peninsular Civilization. Social, intellectual and artistic background of Spain.

370 Latin American Civilization. Social, intellectual and artistic background of Latin America.

371 Cultural Diversity and Legacies through Film. Topics from Spain and Latin America.

COMMERCIAL
320 Advanced Commercial Spanish. Advanced preparation for the use of Spanish in the business world.

325 Translation and Interpretation. Perspectives on Hispanic business through readings and translations.

PERIODS/AREAS
301 Introduction to Spanish Literature I. Middle Ages through the Golden Age.

302 Introduction to Spanish Literature II. The Enlightenment to the present.

303 Latin American Literature and Culture I. From the discovery of America to Romanticism.

304 Latin American Literature and Culture II. From Modernism to the present.

306 Hispanic Literature of the Caribbean. Topics include Cuban, Puerto Rican, Dominican, Afro-Caribbean.

308 Medieval Spanish Literature. El Cid, La Celestina, El Conde Lucanor, Libro de Buen Amor.

310 The Golden Age.* Topics include: Lyric poetry, theater.


314 Contemporary Hispanic Literature*. Topics include: the literature of Spain; Spanish-American literature.
**DEPARTMENT OF MODERN LANGUAGES**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>315</td>
<td>Pop Culture in Mexican Literature</td>
<td>The influence of pop culture in the development of contemporary Mexican literature; Del Paso, Monsivais, Elizondo, Ramírez.</td>
</tr>
<tr>
<td>323</td>
<td>Revolution in Latin American Literature.</td>
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</tr>
<tr>
<td><strong>GENRES</strong></td>
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</tr>
<tr>
<td>305</td>
<td>Latin American Novel*</td>
<td>Topics include: contemporary, testimonial novel.</td>
</tr>
<tr>
<td>309</td>
<td>Spanish Ballad</td>
<td>Orígenes, kinds, readings and interpretations.</td>
</tr>
<tr>
<td>311</td>
<td>Cervantes</td>
<td>Don Quijote.</td>
</tr>
<tr>
<td>312</td>
<td>The Spanish Novel,*</td>
<td>Topics include: the picaresque novel; 19th-century novel; 20th-century novel.</td>
</tr>
<tr>
<td>316</td>
<td>The Hispanic Essay of the 20th Century</td>
<td>Caso, Marañón, Paz, Reyes.</td>
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<tr>
<td>317</td>
<td>The Hispanic Short Story,*</td>
<td>Topics include: short story in Spain; Latin American short story: Mexican, South American, Central American.</td>
</tr>
<tr>
<td>318</td>
<td>The 20th Century Theater*</td>
<td>Topics include: Peninsular drama, Latin American drama, Hispanic theater of the United States.</td>
</tr>
<tr>
<td>319</td>
<td>Contemporary Poetry,*</td>
<td>Topics include: the poetry of Spain, the Generation of 1927, Latin American poetry, Latino poetry.</td>
</tr>
<tr>
<td>321</td>
<td>Hispanic Writers of the United States*</td>
<td>Topics include Chicano literature, Puerto Rican literature, the literature of exile.</td>
</tr>
<tr>
<td>322</td>
<td>Hispanic Women Writers*</td>
<td>Topics include: Latina, Latin American, and Peninsular writers.</td>
</tr>
<tr>
<td>324</td>
<td>The Birth of the Novel in Spain</td>
<td>Theory and practice of prose fiction from the romances of chivalry to Cervantes.</td>
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<tr>
<td><strong>OTHER</strong></td>
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<tr>
<td>398</td>
<td>Foreign Study</td>
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<tr>
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<td>Independent Study</td>
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<td><strong>CINEMA</strong></td>
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<tr>
<td>330</td>
<td>Latin American and Spanish Cinema</td>
<td>Survey of film directors and their works in Spain and Latin America.</td>
</tr>
<tr>
<td>331</td>
<td>Film as a Subversive Art</td>
<td>Decoding literature through films based on literary works by García-Márquez, Fuentes, Lisperox.</td>
</tr>
<tr>
<td><strong>MODERN LANGUAGES</strong></td>
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<td><strong>SPECIAL OFFERINGS</strong></td>
<td>Courses offered on a demand basis only.</td>
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<tr>
<td>110</td>
<td>Reading Latin I.</td>
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<tr>
<td>111</td>
<td>Reading Latin II.</td>
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<tr>
<td>112</td>
<td>Reading Latin III.</td>
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<tr>
<td><strong>LITERATURE IN TRANSLATION AND CINEMA</strong></td>
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<tr>
<td>227</td>
<td>Topics in French Literature,*</td>
<td>Masterpieces, themes and genres of French literature from its origins to the present day.</td>
</tr>
<tr>
<td>228</td>
<td>Topics in German Literature,*</td>
<td>Masterpieces, themes and genres of German literature from its origins to the present day.</td>
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<td>Course</td>
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<tr>
<td>229</td>
<td><em>Topics in Italian Literature.</em></td>
<td>Masterpieces, themes and genres of Italian literature from its origins to the present day.</td>
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<tr>
<td>230</td>
<td><em>Topics in Russian Literature.</em></td>
<td>Masterpieces, themes and genres of Russian literature from its origins to the present day.</td>
</tr>
<tr>
<td>231</td>
<td><em>Topics in Hispanic Literature.</em></td>
<td>Masterpieces, themes and genres of Hispanic literature from its origins to the present day.</td>
</tr>
<tr>
<td>270</td>
<td><em>World of the Cinema.</em></td>
<td>Critical analysis of cinematic development.</td>
</tr>
<tr>
<td>333</td>
<td><em>Hispanic Women Writers.</em></td>
<td>Same topics as Spanish 322, but taught in English; not counted as part of a Spanish major or minor.</td>
</tr>
<tr>
<td>389</td>
<td><em>Topics in Comparative Literature.</em></td>
<td>Variable topics. Consult course schedule for current offering.</td>
</tr>
<tr>
<td>392</td>
<td><em>Internships.</em></td>
<td>Variable credit.</td>
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</tbody>
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### Criticism, Linguistics and Teaching

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>349</td>
<td><em>Teaching Modern Languages</em> (cross-listed as Education 349).</td>
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</tr>
<tr>
<td>350</td>
<td><em>French Phonology and Phonetics.</em></td>
<td>An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of French is a prerequisite.</td>
</tr>
<tr>
<td>351</td>
<td><em>German Phonology and Phonetics.</em></td>
<td>An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of German is a prerequisite.</td>
</tr>
<tr>
<td>352</td>
<td><em>Spanish Phonology and Phonetics.</em></td>
<td>An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of Spanish is a prerequisite.</td>
</tr>
<tr>
<td>353</td>
<td><em>Italian Phonology and Phonetics.</em></td>
<td>An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of Italian is a prerequisite.</td>
</tr>
<tr>
<td>355</td>
<td><em>Contemporary Criticism.</em></td>
<td>An overview of contemporary criticism from Russian formalism to post-modernism.</td>
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</tbody>
</table>

### Other

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<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>397</td>
<td><em>Special Topics in Modern Languages.</em></td>
<td>See schedule for current offerings.</td>
</tr>
<tr>
<td>398</td>
<td><em>Foreign Study.</em></td>
<td>Variable credit. Permission required.</td>
</tr>
<tr>
<td>399</td>
<td><em>Independent Study.</em></td>
<td>Variable credit. Prerequisite: permission of chair and instructor required.</td>
</tr>
</tbody>
</table>
The purposes of the nursing program are to prepare practitioners of professional nursing to function in leadership roles 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

Registered nurses who wish to fulfill degree requirements are accepted on the basis of academic record (minimum GPA of 2.5 on a 4.0 scale). Registered nurses will be admitted to clinical courses and companion theory courses based on available space and on date of acceptance into the nursing program. After students are admitted to the University, they are required to meet with advisors in the Department of Nursing to plan the course of study. Failure to receive such advice may result in delays in the student’s progress.

FACULTY

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Northern Illinois University
BACHELOR OF SCIENCE

LIBERAL STUDIES PROGRAM

I n 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 num-
ber and distribution of courses in each of the divisions are as follows:

Common Studies: 16 quarter hours are required, 8 quarter hours in Composition and
Rhetoric (103, 104) 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.

REGISTERED NURSE-B.S. COMPLETION
PROGRAM REQUIREMENTS

ADVANCED PLACEMENT

Registered nurse students who have graduated from NLN-accredited programs within the
last ten years are eligible for advanced placement in the BS-completion program. Students
meeting the eligibility requirement upon successful completion of N-372 and N-373 will be
awarded 32 quarter hours of credit for prior nursing study. Students who do not meet these eli-
gibility requirements can obtain 32 quarter hours of credit for prior learning by passing specific
tests from the American College Testing Proficiency Examination Program (ACT-PEP).

Students have the opportunity to repeat each ACT-PEP test once. In the event of a second
failure, the student will be required to enroll in selected nursing courses or complete alterna-
tive course work. After successfully taking the ACT-PEP tests or alternative courses, the regis-
tered nurse student must successfully complete Level I courses, all prerequisite courses and
have sufficient credit hours at DePaul University to be classified as a senior student prior to
registering for Level II Nursing courses. Registered nurses must be licensed to practice pro-
fessional nursing in Illinois.

REGISTERED NURSES WITH PREVIOUS DEGREE(S)

FAST TRACK OPTION #1

This is an accelerated program available to registered nurses who have earned the bacca-
laureate or higher degree in another field prior to entering nursing. Minimum GPA for the
previous college work is 2.84.0. The applicant will also need to provide evidence of college
credit for the prerequisite natural and social science courses with a minimum of 3 0/4.0 GPA for
those courses.

Following successful completion of all upper division nursing courses at DePaul, qualified
students proceed directly to a graduate program of study. Successful completion of all
requirements for a graduate degree will result in the award of the master's degree but not the
B.S. in Nursing. Students wishing to receive a baccalaureate degree as well must complete four
additional courses at DePaul and must submit transcripts for evaluation of undergraduate gen-
eral education credits.
REGISTERED NURSES FAST TRACK OPTION #2

This option is available to qualified 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 3.0 (on a 4.0 scale) and congruence of student goals with available areas of concentration in the MS program. Students selecting this option will take three master's-level courses in place of three undergraduate courses; these three courses will be counted toward both the BS and the 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 (junior and senior) and consist of increasingly complex experiences. 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, students who receive a total of three unsatisfactory grades in nursing courses are not permitted to continue in the program. Students will have only one opportunity to repeat a nursing course for which an unsatisfactory grade has been received. 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 see a faculty advisor within the Department of Nursing prior to resuming the nursing sequence. 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.

FEES AND RESPONSIBILITIES

A physical examination, selected laboratory tests, certification as a basic rescuer in cardiopulmonary resuscitation, and malpractice insurance are required before registered nurse students can enter clinical courses at the senior level. Transportation to cooperating agencies is the responsibility of the student.

COURSES

The nursing courses are designed to assist the student in developing skills in the area of nursing practice in selected situations. 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.
LEVEL I COURSES
Before enrolling in Level I courses, students must have completed all allied field courses (Biology 201, 202, 210; Chemistry 109 or 111, Psychology 303 and Sociology 102) with a grade of C- or better.

330 Foundations of Professional Nursing Practice. This course introduces the registered nurse student to the philosophy and mission of the Department of Nursing. Major areas of emphasis include evolution of nursing as a scientific and professional discipline, role of the professional nurse as client advocate, change agent and teacher, the role of power and politics as sources of empowerment, and the legal and ethical parameters in the scope of nursing practice.

331 The Contemporary Health Care System. This course focuses on the health care needs of individuals, families and communities. Historical perspectives of health care, its strengths and weaknesses and change proposals for the future are explored.

332 Physical and Psychosocial Assessment Strategies. This course is designed to focus on the analysis and application of selected theories in assessing the health status of individuals and families in a multicultural society within the framework of the nursing process. Theories of social support, individual and family development, health behaviors, and communication skills are emphasized.

340 Introduction to the Research Process. This course provides the student with basic knowledge of the research process as used in nursing and its function in the expansion and use of nursing knowledge. Emphasis is on the development of skills necessary to read, interpret, and critique published and unpublished research in nursing and related disciplines.

370 Cultural Sensitivity in Health Care (Cross-listed as Nursing 407). This course is designed to promote the student's cultural sensitivity by broadening the knowledge base about transcultural issues in health care and developing multicultural communication skills. Implications of age, race, gender, ethnicity, subculture and social class in health care are explored. Students perform a cultural assessment and examine health practices in selected diverse cultural settings through visits and interviews.

LEVEL II COURSES
All allied field courses, most general education courses, and Level I nursing courses are prerequisites for enrollment in Level II nursing courses.

372 The Professional Nurse as Coordinator of Care 1. This course focuses on professional role development and the fundamental components of the professional nurse role from provider to coordinator of care. The focus of nursing care delivery is case management, specifically the management of human and material resources necessary for meeting episodic health care needs of individuals and families. Concurrent enrollment in Nursing 373.

373 Practicum: Professional Nurse as Coordinator of Care 1. This course is concurrent with Nursing 372 and provides for clinical application relative to the development of the coordinator of care role. Learning activities focus on implementing contemporary nursing practice models in both institutional and home-health settings. Assessment of the individual and family as client are emphasized. The context of nursing practice is episodic dimensions of health care delivery.
DEPARTMENT OF NURSING

376  The Professional Nurse as Coordinator of Care II. This course is a continuation of Nursing 372. Emphasis is on the delivery of comprehensive, culturally appropriate services to meet the continuing health needs of individuals, families, groups and communities. Students will design population-specific interventions to reduce assessed risk, incidence, and prevalence of community health problems. The focus of nursing care delivery is case management, specifically the promotion of health across the continuum of care and the coordination of services for at-risk individuals and groups. Concurrent enrollment in Nursing 377.

377  Practicum: Professional Nurse as Coordinator of Care II. This course is concurrent with Nursing 376 and provides opportunities for development of the professional nursing role as coordinator of community services. Learning activities focus on community assessment, health program planning and evaluation, and management of innovation at the community level. Health education and leadership development are emphasized in both public health and community-based settings involved in health care delivery for individuals, families and communities.

380  Synthesis for Professional Nursing Practice. This is a final bridge course that explores further aspects of the professionalisation process with emphasis on empowerment, health-care advocacy, accountability and autonomy. Contemporary issues in nursing practice involving ethics, legal matters, political awareness and activism, and health-care reform are also explored.

ELECTIVE COURSES

230  Women's Health (cross-listed as Women's Studies 230). This course explores theoretical and applied information concerning women's health, with an emphasis on a wellness perspective.

347  Seminar. Selected topics in Nursing.

399  Independent Study.
The Department of Philosophy 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

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University of Ottawa

JAMES W. KENT, Ph.D.,
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Catholic University of America

MARY JEANNE LARRABEE, Ph.D.,
Professor
University of Toronto

ROBERT LECHNER, C.P.S., Ph.D.,
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University of Fribourg

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University of Kansas

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Assistant Professor
University of Essex

DARRELL MOORE, Ph.D.,
Assistant Professor
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 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 Composition and Rhetoric (103, 104) 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.

While both 200- and 300-level courses may be used by non-majors to satisfy their Level II requirement in Philosophy, it should be noted that 300-level courses require substantially more motivation and philosophical sophistication than do 200-level courses.

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 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 who have a superior record in philosophy may petition to do a Senior Thesis.

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.
202 Philosophy of God. An investigation of the ways in which philosophers have talked about, and argued for or against, God.
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.
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  Early Modern Philosophy. A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries.

313  Philosophy Since Kant. A study of some of the most influential thinkers of the last 200 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.
369 Kant.
370 Hegel.
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 into the significance of religious phenomena for philosophy.
342 Philosophy of Law. An examination of fundamental legal concepts, and particularly the concept of law itself.
353 **Philosophy and History.** A study of some of the most significant theories of history.

381 **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.

382 **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.

383 **Philosophical Themes in Literature.** An investigation of philosophical topics as they appear in fiction, drama, and poetry.

385 **Feminist Theories.** A study and critique of issues related to women and of their philosophical presuppositions and consequences.

390 **Selected Topics and Controversies.**

392 **Philosophies of Africa.** A study of patterns of philosophical thinking from the African continent.

399 **Independent Study.**

SEMINAR FOR PHILOSOPHY MAJORS

391 **Seminar for Philosophy Majors.**

SENIOR THESIS

395 **Senior Thesis.** An opportunity for intensive independent work, open to philosophy majors of outstanding achievement. By petition only. Contact the department office for further information. Philosophy 395 is not applicable to major field requirements, though it may be used as an open elective.
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 biophysics. 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 at other institutions.

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

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(Adler Planetarium)
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Professor
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 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 Composition and Rhetoric (103, 104) 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, 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; 160 Multivariable Calculus and Linear Algebra I; 261 Multivariable Calculus and Linear Algebra II; 393 Methods of Theoretical Physics I; 394 Methods of Theoretical Physics II.

II. PRE-ENGINEERING CURRICULUM

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. Ratiajek. Physics and Pre-engineering majors should be advised by faculty in the Physics department as they enter DePaul.
II. MICROELECTRONICS


Computer Science: 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, 325, 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. Ratafack.

III. DESCRIPTIVE PHYSICS

Physics: Ten courses which must include General Physics 150, 151, 152 or 170, 171, 172.

Supporting Fields: Ten 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.

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.

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, 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 335).

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 $220 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 and 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 conceptual description of the physics of the sub-microscopic world. Contemporary experiments and applications of the physics of photons, atoms and subatomic particles are also 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 1 Natural Science and Mathematics 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 1 Biology or Chemistry 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 1 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.

206  Sound and Acoustics. Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Optional Lab. Prerequisite: any Level 1 Natural Science and Mathematics 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 1 Natural Science and Mathematics requirements.

222  
**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 1 Natural Science and Mathematics 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, lasers and holography. Optional laboratory. **Prerequisite:** any Level 1 Natural Science and Mathematics course.

**GENERAL PHYSICS**

150  
**General Physics I.** Mechanics, vibrations and fluids. **Prerequisite:** Mathematics 130 or higher placement by the Mathematics Diagnostic Test. Laboratory fee.

151  
**General Physics II.** Heat, thermodynamics, sound and light. **Prerequisite:** 150. Laboratory fee.

152  
**General Physics III.** Electricity, magnetism and modern physics. **Prerequisite:** 151. Laboratory fee.

155  
**General Physics.** Includes Physics 150 plus half of 151. Summer only. **Prerequisite:** Mathematics 130 or equivalent. 6 hours. Laboratory fee.

156  
**General Physics.** Includes half of Physics 151 plus 152. Summer only. **Prerequisite:** 153. 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.

170  
**University Physics I.** Mechanics and fluids. **Corequisite:** Mathematics 160. Laboratory fee. Autumn.

171  
**University Physics II.** Heat, sound and light. **Prerequisite:** 170 and Corequisite: Mathematics 161. Laboratory fee. Winter.

172  
**University Physics III.** Electricity and magnetism. **Prerequisite:** 171 and Corequisite: Mathematics 162. Laboratory fee. Spring.

270  
**University Physics IV.** 20th-century physics. **Prerequisite:** 172. Laboratory fee. Autumn.

**CONCENTRATION III**

110  
**Basic Electronics Principles and Techniques.** Laboratory fee. Autumn.
PERSONALIZED (OFFERED IN ALL PROGRAMS AND CONCENTRATIONS)

384  **Advanced Laboratory.** Variable credit. Laboratory experience in techniques selected in consultation with instructor. **Prerequisite:** Consent. Laboratory fee.

398  **Reading and Research.** Undergraduate research participation. **Prerequisite:** Consent. Variable credit.

399  **Independent Study.** Variable credit. **Prerequisite:** Consent.

STANDARD PHYSICS, MICROELECTRONICS, AND PRE-ENGINEERING

Normally, the following courses are offered in alternate years.


271  **Intermediate Physics I.** Mechanics: one- and two-dimensional motion, linear and nonlinear oscillations, gravity. **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; central forces; dynamics of fluids; rigid body motion. Lagrangian mechanics. **Prerequisites:** 271, 393.

312  **Introduction to Computer Interfacing.** Microcomputer-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. **Prerequisite:** Mathematics 151. 232 is recommended but not required. 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.

325  **Laser Physics:** Interaction of radiation and matter; pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics. **Prerequisite:** 320.

331  **Active Circuits.** Circuit analysis and use of FET, and BJT linear amplifiers. Frequency response and feedback. Operational amplifiers. Laboratory fee. **Prerequisite:** 231, 362 is recommended. Autumn.

332  **Digital Integrated Circuits.** Comparison of logic families. Switching theory. Synchronous and asynchronous sequential networks. High-speed digital logic circuits. Laboratory fee. **Prerequisite:** 232, 331 is recommended. Spring.


340  **Thermal Physics.** Statistical interpretation of the laws of thermodynamics and physical applications. **Prerequisites:** 271, 393.
342 **Numerical Methods in Physics.** The FORTRAN language is used to develop solutions to various experimental and theoretical scientific problems on a microcomputer.

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.** Quantum theory, molecules, solid state.

361 **Modern Physics II.** Atomic physics, nuclear and particle physics. **Prerequisites:** 360, 394.

362 **Solid State Device Physics.** Quantum statistics. Semiconductors and metals. The PN junction. The JFET, MOSFET, and BJT. Small signal transistor models. **Corequisite:** 393.

363 **Integrated Circuit Fabrication.** Silicon substrate preparation. Oxidation. Selective doping techniques. Bipolar ICs. MOS ICs. Packaging and interconnections. **Prerequisite:** 362.

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.

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 Computer Science 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.

397 **Computer Interfacing.** Design and implementation of microprocessor-based systems. Microcomputer architectures, interfacing, networking, peripherals and driver software. **Prerequisites:** 231, 232, 396 or permission.
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

J. Harry Wray, Ph.D.,
Associate Professor and Chair
University of North Carolina,
Chapel Hill

Michael Alvarez, M.A.,
Instructor
University of Chicago

David Barnum, Ph.D.,
Professor
Stanford University

Larry Bennett, Ph.D.,
Professor
Rutgers University

Michael Budde, Ph.D.,
Assistant Professor
Northwestern University

Patrick Callahan, Ph.D.,
Associate Professor
Ohio State University

Min Kyu Cho, Ph.D.,
Assistant Professor
University of Minnesota

Richard P. Farkas, Ph.D.,
Associate Professor
University of South Carolina

Stanley Howard, Ph.D.,
Assistant Professor
University of Illinois at Chicago

Elizabeth Kelly, Ph.D.,
Assistant Professor
Rutgers University

Azza Layton, Ph.D.,
Assistant Professor
University of Texas

Michael L. Mezey, Ph.D.,
Professor
Syracuse University

Christopher Mobley, Ph.D.,
Assistant Professor
Purdue University

Rose Spalding, Ph.D.,
Professor
University of North Carolina,
Chapel Hill

Maria de Los Angeles Torres, Ph.D.,
Assistant Professor
University of Michigan
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 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 Composition and Rhetoric (103, 104) 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

- At least one 4-credit 200-level course is required from each of the following sections of the curriculum: American Political Institutions, American Political Cultures and Processes, Political Thought, International Relations, and Comparative Politics. At least four 200-level courses are required and must be selected from three different sections.

- Sixteen additional quarter hours are required in political science. However, no more than two 2-credit courses and no more than one course from among 120 The American Political System, 140 Conflict and Cooperation Among Nations, 150 Political Systems of the World, 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: 140 Conflict and Cooperation Among Nations and 150 Political Systems of the World, one of the following pairs of courses: 242 American Foreign Policy and 250 West European Politics; 243 Russian Foreign Policy and 251 Russian Politics; or 244 Latin American-United States Relations 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 Russian-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 24 quarter hours is required:

120 The American Political System, Three courses from the following: 212 American Parties and Elections; 216 American Political Culture; 217 Women and Politics; 220 The American Presidency; 221 Congress and the Legislative Process; 223 Urban Politics; 224 Public Administration; 225 State Politics; 260 Law and the Political System. 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.

HONORS SEQUENCE

Selected juniors 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.

POLITICAL CULTURES AND PROCESSES

212  **Political Parties and Elections.** The nature and function of political parties in the United States, and the electoral process of which they are a part.

216  **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.

217  **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.

218  **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. An historical survey of African-American politics, and the factors that have shaped them, may also be included.

219  **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.

POLITICAL INSTITUTIONS

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.

223  **Urban Politics.** 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.

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.
ADVANCED STUDY IN AMERICAN POLITICS

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 politics and identity 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.

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

203 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.
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.

Marxism. An analysis of Marxist political and economic thought as represented by the writings of Marx, Lenin, Trotsky, Lukacs, Sartre. Primary texts will be examined, and their application to the contemporary setting considered.

Topics in Political Thought.

INTERNATIONAL RELATIONS

Conflict and Cooperation Among Nations (formerly 204). 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.

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.

Russian Foreign Policy. This course will probe the institutions, objectives and techniques which are reflected in contemporary Russian external policy. Economic, military and cultural dimensions will augment the primarily political focus of the course.

Latin American-United States Relations. This course analyzes the dual thrust of Latin American foreign relations: toward autonomy and 'third world' nationalism on the one hand, and interdependence and integration on the other. The course analyzes the background of Latin American-United States relations in the 20th century, and also gives attention to the new relationships and issues emerging among Latin American states.

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.

Russian-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.

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.

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 developing nations.

250 **West European Politics.** An overview of select Western European political and economic systems (including those of Britain, France and Germany); examination of the European Union, and relations between Western Europe and the international community.

251 **Russian Politics.** An overview of the fundamental premises, structures, and developments in Russia.

252 **Latin American Politics.** An examination of the history of Latin America and the major institutions, social sectors, and actors that shape the political life of the region. The course focuses on the development of revolutionary regimes and movements as well as military regimes and their demise during the transition to democracy.

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 studies the breakdown of democracy and the rise and consolidation of authoritarian political systems. Although it focuses on authoritarianism in developing countries, it considers an array of authoritarian sub-types, including traditional dictatorships, military regimes, fascist systems and Soviet-type communist authoritarianism. It evaluates the critiques of major theories explaining the rise of authoritarianism in the 20th century.

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.


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.

Topics in Comparative Politics.

PUBLIC LAW

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.

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.

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.

Equal Protection of the Laws. A discussion and analysis of Supreme Court decisions interpreting the meaning of the Equal Protection Clause of the 14th Amendment and resolving issues of race and sex discrimination, school segregation, and the status of indigents in American law.

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.

The Criminal Justice System. An overview of the important features of the American criminal justice system, including the role of police, courts and corrections. The course analyzes conventional and alternative definitions of crime and explanations for criminal behavior. An examination of race and class issues as they relate to criminal justice, and their implications for public policy, is also included.

Topics in Public Law.

ADVANCED STUDY

Special Topics. Variable credit.

Internship. By arrangement. Variable credit.

Honors Seminar. By permission. Variable credit.

Senior Thesis. By permission. Variable credit.

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.

Independent Study. By arrangement. Variable credit.
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

GEORGE F. MICHEL, PH.D.,
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Kings University

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LINDA A. CAMRAS, PH.D.,
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University of Rochester

REINALDO MATIAS, PH.D.,
Assistant Professor
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 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 Composition and Rhetoric (103, 104) 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, psychology BSS courses will not be applied to a major in Psychology except in the comprehensive evening program. 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 Statistics I; 241 Methods of Psychological Inquiry; and 242 (formerly 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 342 Experimental Psychology II (formerly 276); 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 Child Psychology; 334 Adolescent Psychology; 347 Social Psychology; and four additional Psychology courses.
    Supporting Fields: To be chosen by the student in consultation with departmental advisor.

III. HUMAN SERVICES CONCENTRATION
    Psychology: Common Core plus 333 Child Psychology; 347 Social Psychology; 393 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/ORGANIZATIONAL PSYCHOLOGY CONCENTRATION
    Psychology: Common Core plus 380 Industrial/Organizational Psychology; two courses from 355 Small Groups and Leadership; 381 Personnel Selection; 382 Organizational Behavior; 384 Consumer Behavior and Advertising; and 385 Training and Development In Organizations; either 343 (formerly 396) Introduction to Psychological Measurement or 340 (formerly 390) Statistics II; and four additional Psychology courses.
    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 393 Abnormal Psychology; two courses from 303 Human Development, 347 Social Psychology, and 360 Theories of Learning and Cognition; 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 Psychology 396 in each quarter of their senior year. Students must also enroll in 340 Statistics II or 341 Quantitative Methods and in either 342 Experimental II or 343 Measurement.

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 242 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 the senior year and complete requirements for an M.S. in Psychology during the fifth year of study. Students must apply to the chair of the department before starting the junior year, and should consult with a departmental advisor well before that. The Liberal Studies requirements and the common core in Psychology must be completed. An overall GPA of 3.2 or better is required to be considered for the program.

Undergraduate courses: The same courses as the B.A. Industrial/Organizational Concentration (see page 242); however, additional undergraduate psychology electives are substituted for two undergraduate courses in Industrial/Organizational beyond 380.

Graduate courses: 404 Learning Processes; 430 Advanced Social Psychology; 410 and 411 Advanced Statistics I and II; 420 Advanced Research Methodology; and 597 Master's Thesis Research. A total of six graduate-level Industrial/Organizational courses are selected in consultation with a program advisor.

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 Statistics I; 241 Methods of Psychological Inquiry; 242 Experimental Psychology I; 342 Experimental Psychology II; 343 Introduction to Psychological Measurement or 340 Statistics II; 360 Theories of Learning and Cognition; 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, 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 or Applied Psychology and the remaining courses selected in consultation with the advisor).

COURSES

All courses or Applied Psychology 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.

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. No credit if taken after or concurrently with 396.

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.
DEPARTMENT OF PSYCHOLOGY

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 toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students. Prerequisite: 105 or 106.

303 Human Development. Principles of development from conception through maturity. 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.

317 Psychology of Interpersonal Relationships (cross-listed as Psychology 435). A review of psychological issues, theory, and research related to close relationships, e.g., attraction, love, attachment, friendship, sexuality, jealousy, conflict and power.

325 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.

326 Psychology of Men. This course evaluates and investigates research and theory of the psychology of males in present society.

HUMAN DEVELOPMENT

303 Human Development. Principles of development from conception through maturity. 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.

333 Child Psychology. Infancy and childhood. Description and evaluation of principles and theories of development from conception through childhood. Prerequisite: 105 or 106.

334 Adolescent Psychology. Biological, cognitive, emotional and social development. Covers theories and research on normal and abnormal development during adolescence. Prerequisite: 105 or 106.

346 Psychology of the African-American Child (cross-listed as Psychology 521). Development and socialization of the African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family and the child, language and IQ, education and learning styles, and cultural identity are all emphasized. 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.

370 Social and Emotional Development (cross-listed as Psychology 555). 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.
SOCIAL AND PERSONALITY

317 Psychology of Interpersonal Relationships (cross-listed as Psychology 435). A review of psychological issues, theory and research related to close relationships, e.g., attraction, love, attachment, friendship, sexuality, jealousy, conflict and power.

347 Social Psychology. Survey of social psychological theory and research on how individual behavior, thoughts, and feelings are influenced by the social context in which they occur. Prerequisite: 105 or 106.

348 Social Cognition and Mental Control (cross-listed as Psychology 560). Theory and research dealing with major aspects of social cognition and mental control, including social perception, stereotyping, memory and affect, as well as the self-control of thought, emotion and behavior. Prerequisite: Psychology 347.

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.

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.

365 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 explanations of drug free ways to alter consciousness. Prerequisite: 105 or 106.

392 Psychology of Alienation. Causes of individual and group alienation, and the resultant behavior. Prerequisite: 105 or 106.

APPLIED

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. May be taken as general elective by all students. Prerequisite: 105 or 106. (BS/ES Level II).

345 Cultural Diversity in the United States. Race and ethnic relations in the U.S. is not a fixed, 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. Prerequisite: 105 or 106.

353 Abnormal Psychology. Description of the nature, symptoms, treatment applications, and cause of psychological disorders. 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. Prerequisite: 105 or 106.

357 Applied Psychology I. Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. Generally taken in junior year. Prerequisite: permission of Instructor.
DEPARTMENT OF PSYCHOLOGY

358  Applied Psychology II. Approaches to counseling, psychotherapy and helping relationships. Generally taken in junior year. **Prerequisite: 357.**

364  Health Psychology and Stress Management. Considers interaction of mind and body in maintaining health and resisting disease. Contributions of exercise, lifestyle, psychological functioning, and spirituality to wellness will be examined. Students will practice and document their experience with a wide range of stress management/exercise techniques. **Prerequisite: 105 or 106.**

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.**

BIOLOGICAL AND EXPERIMENTAL FOUNDATIONS

360  Theories of Learning and Cognition. Classical and modern theories. **Prerequisite: 105 or 106.**

361  History and Systems of Psychology. Historical development of psychology and its fields. **Prerequisite: 105 or 106 or consent.**

362  Seminar in Cognition (cross-listed as Psychology 563). Consideration of a current important topic area in cognitive psychology. **Prerequisite: 105 or 106.**

373  The Psychology of Judgment and Decision-Making (cross-listed as Psychology 473). An introduction to research in judgment and choice behaviors. Judgment refers to how people evaluate information and make predictions. Choice concerns how people select a course of action among alternatives. **Prerequisites: 105 or 106, and 240.**

375  Sensation and Perception. The physiology of sensory systems and the psychological mechanisms of perception. **Prerequisite: 105 or 106.**

377  Physiological Psychology. Nervous system and endocrine functions as related to behavior. **Prerequisite: 105 or 106.**

378  Comparative Psychology (cross-listed as Psychology 574). Patterns of behavior shown by various animal species. **Prerequisite: 105 or 106.**

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

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 or consent.**

380  Industrial and Organizational Psychology. Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. **Prerequisite: 105 or 106.**

381  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.**

382  Organizational Behavior. Theories in learning, personality, work motivation, job attitudes, and organizational culture, and application to employee behavior. **Prerequisite: 380 or consent.**

384  Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. **Prerequisite: 380 or consent.**
383 **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.

385 **Training and Development in Organizations.** Issues related to training in industry and other organizations. Such topics as needs assessment, training program design, and program evaluation will be covered, along with relevant ethical, social and economic issues. **Prerequisite:** 380 or consent.

**Statistics and Research Methodology**

Students are strongly advised to register for the Psychology 240, 241, 242 sequence as early in their academic career as possible, preferably during their sophomore year. If these courses are not completed by the end of the sophomore year, the student must speak to his/her advisor or department chair.

240 **Statistics I.** Descriptive and inferential statistics in the behavioral sciences. **Prerequisite:** Mathematics 130 or equivalent or three years of high school mathematics.

241 **Methods of Psychological Inquiry.** Introduction to various methods of psychological research to enable students to become more sophisticated consumers of research information. Reading and written assignments examining modern research will be utilized to help students gain skills to read, comprehend and evaluate psychological research. **Prerequisites:** 105 or 106 and 240.

242 **Experimental Psychology I** (formerly 275). Design, execution, analysis and interpretation of psychological research. **Prerequisites:** 105 or 106, and 240 and 241.

340 **Statistics II** (formerly 390). Introduction to advanced statistical techniques such as analysis of variance and regression models. **Prerequisites:** 240, 241, and 242.

341 **Methods in Qualitative Research.** Principles and techniques of research design in behavioral, social and clinical research; questionnaires, interview schedules, rating scales involving multivariable analyses. Application of parametric and nonparametric tests. Application of research findings to professional practice. (cross-listed as Psychology 446). **Prerequisites:** 105 or 106, 240, and 340.

342 **Experimental Psychology II** (formerly 276). Introduction to experimental psychology of learning and cognition. **Prerequisite:** 242.

343 **Introduction to Psychological Measurement** (formerly 356). Measurement in psychology; emphasis on standardization, reliability, validity, test and scale development. **Prerequisites:** 105 or 106, and 240.

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. **Prerequisites:** 242 and 347.
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 chair.

395  Field Work/Internship. Supervised experience in selected off-campus settings and associated readings. Generally taken in senior year. Prerequisites: 357, 358 and consent of chair.

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 chair.

399  Independent Study. Prerequisite: consent.
The DePaul Department of Religious Studies reflects its Catholic and Vincentian heritage: an urban, multicultural character, and an international perspective. The program emphasizes both a rigorous academic approach to religious studies and the recognition that students and faculty hold differing personal commitments to religious orientations and ethical values. Students explore their personal commitments in relationship to a variety of unique views concerning those realities which give order and ultimate meaning to facets of human life—realities we call religious.

The program is committed to the department’s Catholic, Vincentian heritage, offering many courses exploring the theological, ethical and social elements of Christianity past and present. Of equal importance to the program is its commitment to a wide range of courses investigating various world religious traditions great and small as well as the international, urban character of Chicago itself. Students are encouraged to take advantage of the many interdisciplinary programs at DePaul, courses offered at Spertus College of Judaica, and the rich, multicultural resources of the city.

Substantive and sympathetic academic studies immerse students into different religious worlds, encouraging the discovery of new ideas and the creative exploration of new possibilities. The serious consideration of both students’ own religious commitments and those of others which may be very different enriches and challenges their particular views of reality, leading them into self-discovery and personal transformation.

The major has one standard academic concentration which exposes the student to basic areas of religious studies while also permitting a special, in-depth focus within one or more of those areas. Three minors are offered: a) a Catholic Studies minor, b) a general minor in religious studies, and c) a minor that can be tailored to particular individual needs and interests.

**FACULTY**

**DENNIS P. McCANN, Ph.D.,**
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**U. ANGELIKA CEDZICH, Ph.D.,**
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Julius-Maximilians-Universität in Würzburg

**JOHN DOMINIC CROSSAN, S.T.D., S.S.L.,**
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**EDMUND J. FITZPATRICK, S.T.D.,**
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**FRIDA KERNER FURMAN, Ph.D.,**
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University of Southern California

**DAVID L. GUTEMBERG,**
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Columbia University

**PAUL GOLDEN, C.M., I.C.D.,**
Adjunct Professor
University of St. Thomas, Rome

**JAMES HALSTEAD, O.S.A., Ph.D., S.T.D.,**
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University of Louvain

**TERESA M. HINZA, Ph.D.,**
Assistant Professor
University of Lancaster

**JOHN T. LEARY, S.T.D., M.Ed.,**
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Marianum Rome

**AMINAH B. MCCLOUD, Ph.D.,**
Assistant Professor
Temple University

**JOHN P. MINOGUE, C.M., D.Min.,**
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St. Mary of the Lake Seminary

**PATRICK O’BRIEN, C.M., S.T.D.,**
Professor Emeritus
Catholic University of America

**KAY A. READ, Ph.D.,**
Assistant Professor
University of Chicago
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 Composition and Rhetoric (103, 104) 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:
Foundation: 100 Religious Worlds in Comparative Perspective.
Religious Traditions: Four courses; either 209 The Jewish Experience or 210 The Christian Experience, either 211 The American Religious Experience or 261 Religions of Native North America, 262 Religions of South Asia and the Far East, either 263 Religions of the Far East, or 265 The Islamic Experience.
Eight courses distributed as follows: One from each of the four headings: Religious Ethics, Religious Reflection, Religious Texts, Religion and Culture. The student will elect four additional courses in Religious Studies. Of these eight courses, at least three must be 300-level courses.
Advanced Study: 390 Integrating Seminar.
RELIGIOUS STUDIES MINOR

28 hours in Religious Studies distributed as follows:

Three 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 religions, 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 second 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 religions, or ethics. Alternatively, minors are available to complement majors in History, Sociology, Literature, Psychology, Political Science, and Philosophy.

The third minor is in Roman Catholic Studies, and is designed to allow for a more in-depth study of the nature and development of this particular religious tradition's stories, beliefs, and practices, both past and present. This minor consists of Religious Studies 100, 280, 281, 282, 283, 384, and 385.

All Religious Studies minors require seven courses in the department, including those taken to meet the Liberal Studies requirement.

SEQUENCING

Religious Studies 100 is a prerequisite for all students to all other department courses. Since the four required courses in the Religious Traditions area are considered foundational, they 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.

FOUNDATION

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.

RELIGIOUS TRADITIONS

209 The Jewish Experience. An introductory course offering a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people, surveying the basic aspects of traditional Jewish life and thought as well as the people's many-sided experience of the modern world.

210 The Christian Experience. An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future.

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.

Transformation in Christianity. The Reformation to the present. A study of the development of Christianity since 1500 C.E., exploring the Protestant and Catholic Reformations, the growth of Christianity in the United States, and its encounter with a variety of Enlightenment and post-Enlightenment themes and figures, especially concerning science, justice, relativity and religious pluralism.

Religions of Native North America. This introductory course will explore the close ties particular religious traditions of Native North America have with their own distinctive historical realities, geographic-celestial topographies, and political and social structures by examining a variety of oral, written, ritual, visual and archaeological texts.

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.

The Islamic Experience. An introduction to major recurrent religious themes and alternative models of religious interpretation and authority in Islam's manifold expressions, from the life of Muhammad and the Qur'an, to popular ritual and spirituality and the Islamic humanities.

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.

Inquiries in World Religions. An upper-level course featuring various topics within the comparative study of religions. Specific topics for current offering are noted in the current schedule.

History, Myth and Religion in Preconquest Mesoamerica. An exploration of the history of Mesoamerica before Columbus and the conquistadores, from the perspectives of the indigenous peoples, their conquerors, and contemporary scholars, with special emphasis upon the religious and cultural dimensions of Mesoamerican civilization.

Religious Ethics

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.
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 the society and the world. Prerequisites: Religious Studies 100 and Philosophy 100.

229  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.

254  The Body and Human Relationships. Divergent meanings, conflicting values. Love and sexuality in biblical and nonbiblical religions, examined cross-culturally, conceptually, and ethically.

258  God, Justice and Redemptive 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.

283  Ethics and Society in the Roman Catholic Tradition. A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the relation between Church and State, and the moral authority of the Church, and of its teaching on such issues as social ethics, politics and economics, focusing primarily on the twentieth century.

320  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.

322  Feminist Ethics  (cross-listed as Women's Studies 394 and MLS 477). An investigation of theoretical issues regarding women's moral experiences and of feminist ethical arguments combating various forms of oppression.

326  Computers, Ethics and Society  (cross-listed with Computer Science 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.

RELIGIOUS REFLECTION

200  Debates About God. A study of classical and contemporary arguments regarding the existence and meaning of "God," as developed in a variety of theistic traditions.

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

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

280  Roman Catholic Theological Thinking. A study of the Roman Catholic tradition of "faith seeking understanding" examining the content and the process of emergence of Catholic beliefs about such matters as God, sin, Jesus Christ, revelation, the church and eschatology.

281  Community and Ritual in the Roman Catholic Tradition. A study of the emergence, meaning and dynamics of community, and of the interaction between community and ritual in the Roman Catholic tradition.
282  *Experience and Narrative in the Roman Catholic Tradition.* A study of the foundational religious experiences that underlie the Roman Catholic tradition, of the narratives they generate, and of their representations in various media such as poetry, music, myths, sacred legends and apologetic stories.

350  *Issues in Contemporary Theology.* A study of methods, issues and movements in 20th-century theology. Specific topics vary and are noted in the current schedule.

351  *Liberation Theology.* Focuses upon the ideas and practices of a radical movement for the transformation of Christianity and for social justice that originated in the "Basic Christian Communities" of Latin America and spread from there to North America and the Third World.

**RELIGIOUS TEXTS**

223  *Literature and the Sacred.* Variable topics. How human beings across cultures express their intimations of ultimate meaning in a variety of genres ranging from aphorisms and autobiographies to mythic and fictional narratives.

230  *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.)

232  *Ancient Israel: History, Literature and Religion.* The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.

331  *Narrative and Parable.* The course is run on a two year cycle as follows: 1. Power and Difference: Deconstructive Theory and Textual Interpretation (cross-listed as MLS 446); and 2. Imagination: The Literature of Subversion from Jesus to Borges (cross-listed as MLS 454).

384  *The Culture of American Catholics* (cross-listed as 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 Walker Percy.

**RELIGION AND CULTURE**

220  *Psychology and Religion.* Psychic factors operative in acquisition, formation and development of religious expression and commitment.

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

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

256  *Wellness, Disease and AIDS in Cross-Cultural Perspective.* A cross-cultural look at notions related to the body in its well and diseased states, including the significance of "plagues" in history and AIDS as a socio-religious and spiritual event in the life of the planet. Care and advocacy for (and by) people with AIDS in the multicultural Chicago environment will be an important secondary focus.
264 **Building Through Resistance: Religions of Colonized Peoples.** This course will explore the religious traditions and cultural identities of some of the peoples native to the Americas, Africa, Asia and Oceania; problems they have with the "civilized" world and their potential solutions to them.

266 **Islam in the United States.** This course will examine the story of Islam in the United States in three historical periods: ante-bellum America, the first half of the 20th century, and the latter half of the 20th century. It will explore Muslim slave life; the possibilities of redefinitions of Islam in slave culture; the religious, social/economic, and political life of Muslims at the beginning of the 20th century; the emergence of Islamic thought in the U.S. through an overview of the works of Ismail al-Faruqi, Seyyid Hossein Nasr and Fazlur Rahman.

273 **Jesus Across Cultures.** 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.

385 **Roman Catholicism's Encounter with Other Religions.** A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with these other traditions affects Roman Catholicism's understanding of itself and its teachings.

**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 **Foreign Study in Religion.** 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 Religious Studies Program and the chair of the Religious Studies Department.

399 **Independent Study.** **Prerequisite:** junior or senior standing and permission of the department.
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 prelegal 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 chair and members of the department.

FACULTY

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Noel Barker, M.A.,
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Judith A. Bootcheck, Ph.D.,
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Assistant Professor
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Charles Stevens, Ph.D.,
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Purdue 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 Stud-
ies 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 Composition and
Rhetoric (103, 104) 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, Ge-
ography, 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 Psy-
chology (or other departments designated by the Division). Courses in the Department of Soci-
ology/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 core program and eight departmental courses. A student
may largely select the eight courses from one concentration area or may choose from sev-
eral 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 selected in consultation
with the student’s academic advisor.

SOCIOLOGY MINOR

For students who are majoring in another department, the Sociology/Anthropology Depart-
ment 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.

CORE PROGRAM

Students are required to take five core courses: 101 General Sociology, 102 Cultural Anthro-
pology or 103 Social Problems; 331 Sociological Theory, and a methodology course sequence
consisting of 380 Research Methods I, 381 Research Methods II, and either 382 Qualitative
Methodology, or 240 Introductory Statistics for the Social Sciences. Sociology 241 Introduction
to Computer Use in the Social Sciences or Psychology 240 Statistics I or Mathematics 242
Elements of Statistics may be substituted for 240.
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 in Phase I, two or three in 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.
   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, 311 Urban Ethnicity, 345 Urban Sociology, and 346 Urban Anthropology.

   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 and Culture.
Three courses from 300 Regional Ethnology, 302 Myth, Magic and Symbol, 316 Applied Anthropology, 317 Anthropology of Communication and 318 Culture Change in the Developing World; 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 MASTER’S 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.

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. 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 ethnics.

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 an 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.

211  **Gender and Society.** A consideration of the development of sex roles, gender identity and sexual behavior in a social context; how gender roles are shaped by families, youth culture, and the life cycle. *Prerequisite: 101, 102 or 105.*

212  **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.*

214  **Police and the Urban Community.** The nature of police work, decision-making structures and processes, conflict and cooperation in police-community relationships.

215  **Archaeology.** An introduction to the science of archaeology 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.*

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: Biology 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.

Socialisation. 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: Mathematics 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.

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.

Sociology of Rock Music. Rock music is studied as an object of culture, both as art and mass culture. Attention is given to its creation, dissemination and appreciation.

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. Emphasizes 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.


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.

316  Applied Anthropology. Examines the organized interaction between practicing anthropologists and both private and public policy-making bodies; the application of anthropological theories and research toward the solution of human problems.

317  Anthropology of Communication. 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 in the Developing World. Examines various processes of social and cultural change, with particular focus on peoples undergoing or emerging from cultural, political or economic oppression. Prerequisite: 101, 102 or 105.
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.

The Social Welfare Institution. The evolution of social welfare as an urban institution and the creation of the welfare state are examined. An analysis of social welfare in the United States within the context of economic, political, social and philosophical developments.

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.
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.


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: $19.00

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.

Visual Sociology. 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 their 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. Two to four quarter hours. **Prerequisites:** senior standing and permission of chair.
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 chair 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

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John Bergdell, Ph.D.,
(Economics)
University of Cambridge

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(History)
Carnegie Mellon University/DePaul University

Ralph Eisler, Ph.D.,
(Psychology)
Carnegie Mellon University

Kenneth Pidel, Ph.D.,
(Sociology and Anthropology)
Washington University

Christopher Mobley, Ph.D.,
(Political Science)
Purdue University

Gerald W. Ropka, Ph.D.,
(Geography)
Michigan State University

BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

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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 chair (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 16-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 ten 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 in major departmental concentration.
- Secondary Field: Four courses in minor departmental concentration.
- Other Fields: One course in each discipline outside of major and minor concentration which should add up to at least four courses.
- Methods: One course above the 100 level is required in the department of major concentration approved in writing by the program advisor.
- Senior Seminar: One course to be completed the final year of studies. See program director for details.

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 341, Statistics for Economics, Mathematics 142 Business Statistics, Mathematics 240 Elements of Statistics I, Psychology 240 Statistics I 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.

III. INTERNSHIP OPPORTUNITIES

Internship opportunities are available through the Social Science Program and are offered as IDS 392. See the program director for details.

IV. SELF DESIGNED CONCENTRATION WITHIN SOCIAL SCIENCES PROGRAM

Students who wish to focus their studies on a particular topic or theme within the Social Sciences may submit a proposal to the program committee. After a complete review of the proposal, the committee will vote whether or not to accept the proposal. For more information, students should contact their program advisor.
The Urban Studies Program at DePaul University is a multidisciplinary 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  
Rutgers University

**FASIL DEMISSIE, Ph.D.,**  
Assistant Professor  
University of California, Los Angeles

**DONALD DERYN, Ph.D.,**  
Professor  
University of Nebraska

**KENNETH FIELD, Ph.D.,**  
Associate Professor  
Washington University

**HOWARD LINDSEY, Ph.D.,**  
Assistant Professor  
University of Michigan

**THEODORIC MANLEY, Ph.D.,**  
Associate Professor  
University of Chicago

**LARRY W. MAYO, Ph.D.,**  
Associate Professor  
University of California, Berkeley

**CHRISTOPHER MOBLEY, Ph.D.,**  
Assistant Professor  
Purdue University

**WILLIAM SANDER III, Ph.D.,**  
Professor  
Cornell University

**CHARLES STEVENS, Ph.D.,**  
Associate Professor  
Northwestern University

**CHARLES SUCHAR, Ph.D.,**  
Professor  
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 Composition and Rhetoric (103, 104) 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 Data Analysis and Statistical Software I; Economics 342 Statistics for Economics; Mathematics 242 Elements of Statistics; Psychology 240 Statistics I.

Two courses from the following:

Political Science: 300 Political Analysis and Research.
Sociology: 351 Urban Demography; 380/381 Research Methods I and II; 382 Qualitative Methods.

CONTENT REQUIREMENT

Three courses from different departments as follows:

Geography: 133 Urban Geography; 230 Transportation Issues and Development.
Economics: 105 Principles of Microeconomics.
Political Science: 223 Urban Politics.
Sociology: 231 Urban Ethnicity.

Four courses from different departments as follows:

Art: 324 History of Architecture.
Economics: 310 Economics of the Urban Environment (Prerequisite: Economics 105.)
Geography: 321 Metropolitan Chicago: Survey and Reconnaissance; 333 City Problems and Planning.
History: 301 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 is an interdisciplinary program offering a major and minor. Women's Studies courses focus on women's accomplishments, conditions, and contributions within their cultural and cross-cultural contexts, thus illuminating the values implicit in women's place in society. The theoretical constructs of Women's Studies look to the social, cultural, and historical constructions of gender, considering the distinction between concepts of gender and biological sex differences. Looking at gender as a determinant across and through disciplines, 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. The theory-building of Women's Studies, now generally known as Feminist Theory, works both within and across disciplines to analyze the origins and effects of power, dominance, and gender.

The major and minor combine Women's Studies Program interdisciplinary courses with departmental courses developed specifically for the Women's Studies Program. Courses are offered regularly by twelve departments in the college—in the social sciences, the humanities, philosophy, and religion— as well as by the School of Education.

A major or double major in Women's Studies prepares students for graduate study and for careers in the public and private sectors, including social services, public policy, education, advocacy, creative arts, counseling, advertising, and marketing. A minor in Women's Studies strengthens preparation for many areas of graduate study, as well for a range of career opportunities in both traditional fields and in occupational areas which have opened as a result of the women's movement.

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
University of Chicago

MARIA A. BELTRAN-VOCAL, Ph.D.,
Associate Professor (Modern Languages)
University of California, Irvine

SUSAN CLARKE, M.L.S.,
(Library)
Rosary College

KATHRYN DEGRAFF, M.L.S.,
(Library)
University of Illinois

PENELIPE J. ENGELRECHT, M.A.,
Lecturer (English, Women's Studies)
DePaul University

EILEEN ESJUNGER, Ph.D.,
Associate Professor (History)
University of Chicago

FRIDA KERNER FURMAN, Ph.D.,
Associate Professor (Religious Studies)
University of Southern California

ROBERTA GARNER, Ph.D.,
Professor (Sociology)
University of Chicago

LISA K. GUNDY, Ph.D.,
Assistant Professor (Management)
Northwestern University

JANE HALPIERT, Ph.D.,
Associate Professor (Psychology)
Wayne State University

SANDRA JACKSON, Ph.D.,
Assistant Professor (Education)
University of California, Berkeley

KATE KANE, Ph.D.,
Assistant Professor (Communication)
Northwestern University

ELIZABETH A. KELLY, Ph.D.,
Assistant Professor (Political Science)
Rutgers University

JEANNE LA DUE, Ph.D.,
Associate Professor (Mathematics)
University of Oregon

MARY JEANNE LARKIN, Ph.D.,
Professor (Philosophy)
University of Toronto
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 Women's 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 Composition and Rhetoric (103, 104) and 8 quarter hours in World Civilization (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

WOMEN'S STUDIES MAJOR

A twelve-course major is offered. For the major, a student must take Women's Studies 200, 300, 390, 395, at least three core courses, and five elective courses selected from either the remaining core courses or the elective courses designated below, as well as those listed in the schedule of classes under Women's Studies. At least one core or elective course must focus on women in the creative arts, e.g., literature, art, film.

CORE COURSES

Women's Studies: 210 Values and Gender.
Communication: 361 Gender and Communication.
Economics: 319 Economics and Gender.
English: 383 Women and Literature.
History: 258 Women in History.
Political Science: 217 Women and Politics.
Psychology: 325 Psychology of Women.
Religious Studies: 278 Women and Religion.
Sociology: 299 Sociology of Women.
ELECTIVES
Art: 356 Women in Art.
Communication: Specified sections of the following courses as listed under Women's Studies in the schedule of classes: 336 Film and Literature; 347 Mass Media Criticism; 348 Film Genres; 391 Special Topics.
Comparative Literature: 313 Feminist Literature; other selected courses as listed in the schedule of classes under Women's Studies.
Education: Liberal Studies in Education 258 Education and Social Justice: Gender.
English: Selected topics and major authors courses on women writers, as listed in the schedule of classes under Women's Studies.
History: Selected themes courses, as listed in the schedule of classes under Women's Studies, e.g. 261 Themes in European History; Medieval Women; 269 Themes in African-American History; African-American Women; 267 Themes in the History of Asia; Muslim Women.
Modern Languages: Selected courses, as listed in the schedule of classes under Women's Studies.
Nursing: 230 Women's Health.
Philosophy: Specified courses as listed under Women's Studies in the schedule of classes.
Psychology: 215 Human Sexuality.
Religious Studies: 322 Feminist Ethics.
Selected topics courses as listed in the schedule of classes under Women's Studies.
Sociology: 211 Gender and Society; 326 Life Cycle: Middle Age and Aging; 470 Gender and Society (with permission).
Women's Studies: 230 Women's Health; 240 Women, Technology, and the Sciences; 290 Special Topics; 299 Women and Law; 336 Women and Film; 392 Internship; 394 Women, Self and Society Seminar; and 399 Independent Study.

WOMEN'S STUDIES MINOR
A six-course minor is offered. For the minor, a student must take the Women's Studies 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; 300 Feminist Theories.
Communication: 361 Gender and Communication.
Economics: 319 Economics of Gender.
English: 383 Women and Literature. (Prerequisite: English 120 or permission of instructor.)
History: 258 Women in History.
Political Science: 217 Women and Politics.
Psychology: 325 Psychology of Women.
Religious Studies: 278 Women and Religion.
Sociology: 209 Sociology of Women.
ELECTIVES

Art: 336 Women in Art.
Communication: Specified sections of the following courses as listed under Women’s Studies in the schedule of classes; 336 Film and Literature; 347 Mass Media Criticism; 348 Film Genres; 391 Special Topics.
Comparative Literature: 313 Feminist Literature; other selected courses as listed in the schedule of classes under Women’s Studies.
Education: Liberal Studies in Education 258 Education and Social Justice: Gender.
English: Selected topics and major authors courses, on women writers, as listed in the schedule of classes under Women’s Studies.
History: Selected themes courses, as listed in the schedule of classes under Women’s Studies, e.g. 261 Themes in European History: Medieval Women; 265 Themes in African-American History: African-American Women; 267 Themes in the History of Asia: Muslim Women.
Modern Languages: Selected courses as listed in the schedule of classes under Women’s Studies.
Nursing: 230 Women’s Health.
Philosophy: Specified courses as listed under Women’s Studies in the schedule of classes.
Psychology: 215 Human Sexuality.
Religious Studies: 322 Feminist Ethics.
Selected topics courses as listed in the schedule of classes under Women’s Studies.
Sociology: 211 Gender and Society; 336 Life Cycle: Middle Age and Aging; 470 Gender and Society.
Women’s Studies: 230 Women’s Health; 240 Women, Technology, and the Sciences; 290 Special Topics; 299 Women and Law; 336 Women and Film; 390 Women Across Cultures; 392 Internship; 394 Women, Self and Society Seminar; 395 Advanced 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 theoretical 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. Prerequisites: Philosophy 100 and Religious Studies 100.

230 Women’s Health (cross-listed as Nursing 230). This course explores theoretical and applied information concerning women’s health, with an emphasis on a wellness perspective.

240 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.

290 Special Topics. Each section will focus on a specific issue, such as women and violence. Topics will vary, as announced in the course schedule.

299 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. Prerequisites: 200 and completion of one core course, junior/senior standing or permission of instructor required.

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.

Women Across Cultures. A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within western societies. Prerequisite: junior/senior standing or permission of Women's Studies Director required.

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.

Women's Studies Advanced Seminar. The Advanced Seminar emphasizes interdisciplinary methodology and students' independent research. Designed to be an integrating experience, the seminar will focus on discussion, response to research, and blending theory and application. Prerequisites: 200 and 300. Junior/senior standing or permission of Women's Studies Director required.

Independent Study. (Permission of the Instructor and the Women's Studies Director required before registration. By arrangement. Variable credit.)
The School of Computer Science, Telecommunications and Information Systems 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 School offers the student the choice of three study concentrations: Computer Science, Data Analysis, and 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.

FACILITIES

DePaul's University Planning Information Technology (UPIT) houses a large network of computers and allows students access to a rich computing environment. The configuration includes a Harris Nighthawk and several Sun SPARC machines for student use. In addition, students have access to IBM PC laboratories and Macintosh laboratories at the Loop and Lincoln Park campuses. There are numerous dial-up phone numbers available for off-campus work. DePaul's suburban campuses, in the Oak Brook, O'Hare and South areas also offer excellent student laboratory facilities. Permanent student Internet access accounts are available along with dial-in SLIP connections.

The School itself operates specialized laboratories for artificial intelligence, computer vision and graphics, software engineering, telecommunications, local area networks and computer telephony. One laboratory allows students to explore specialized software. The laboratories include both PCs and UNIX workstations. The school also operates an IBM ES 9000/9221.

Most of the UPIT and School computers are connected by Ethernet. All of the School's computers and laboratories form their own subnet using TCP/IP. A separate Starlan network connects the UPIT IBM PC laboratories. DePaul has external connection through Internet and BITNET.

FACULTY

SALLY ADAMS, J.D.,
Lecturer
John Marshall College of Law

L. EDWARD ALLEMAND, PH.D.,
Professor
University of Louvain

GARY ANDRUS, PH.D.,
Associate Professor
Wayne State University

MICHAEL BAILEY, M.S.,
Lecturer
DePaul University

JOSEPH BAUNOCH, M.Div.,
Lecturer
United Theological Seminary

GREGORY BREWEER, PH.D.,
Assistant Professor
University of Wisconsin

SUSY CHAN, PH.D.,
Associate Professor
Syracuse University

HON-WING CHENG, M.S.,
Lecturer
Chinese University of Hong Kong

I-PING CHI, PH.D.,
Associate Professor
State University of New York at Stony Brook

ANTHONY CHUNG, PH.D.,
Assistant Professor
University of Maryland

KAMAL DAHEUR, M.S.,
Lecturer
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LAWRENCE DIXON, PH.D.,
Lecturer
Illinois Institute of Technology

BR. MICHAEL DRISCOLL, M.S.,
Instructor
Notre Dame University

CLARK ELLIOTT, PH.D.,
Assistant Professor
Northwestern University

HELMUT EPPLER, PH.D.,
Associate Professor and Dean
Northwestern University

RICHARD EZOP, M.B.A.,
Lecturer
University of Chicago
ADMISSION
Candidates interested in admission to the School should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 362-8300. The Office of Admission will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $25.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult page 394 of the Bulletin.

ACADEMIC ADVISEMENT
The School 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 of study are determined by the individual student's intellectual interests, needs and abilities.

Students will be assigned an academic advisor upon admission to the School. Academic approval of a course of study is required of all students in the School. The student should not expect that courses selected without the advice and consent of an academic advisor will satisfy the requirements of the School.

PROFESSIONAL DEVELOPMENT
The School of Computer Science, Telecommunications and Information Systems established the Institute for Professional Development in 1985 to offer certificate programs designed to meet the needs of both individuals and businesses in the Chicagoland area. These non-degree offerings provide intensive training in a wide variety of areas, with each stand alone certificate program addressing a different set of theoretical concepts and practical skills. Emphasis is placed on gaining practical experience through a combination of lectures and demonstrations complemented by laboratory exercises and homework assignments.

Each certificate program is taught by a team of instructors that includes full-time faculty with consulting experience and part-time instructors from industry. Each program requires a substantial commitment of time, as classes meet two nights per week and in the morning on half of the Saturdays during the program.

For application and registration information pertaining to the certificate programs offered by the Institute for Professional Development, please call the Institute office at (312) 362-6282.

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 Composition and Rhetoric (103, 104) 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 190, 151, 152; Physics 170, 171, 172) complete NSM requirements by taking one course from among Interdisciplinary Studies 220, 221, 222, Physics 205, Mathematics 301 or Chemistry 222.
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


Statistics: 323 Data Analysis and Statistical Software I.

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.

Electives: Computer Science 326 Computers Ethics and Society.

I. COMPUTER SCIENCE CONCENTRATION

Common core in Computer Science plus:

Computer Science: 321 Design and Analysis of Algorithms; 343 Introduction to Operating Systems.

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: Four courses from the following list chosen in consultation with student's computer science advisor: 312 Assembly Language and Computer Organization; 329 Computer Graphics I; 345 Computer Architecture; 347 Concepts of Programming Languages; 348 Compiler Design; 349 Databases and Data Management; 357 Expert Systems; 358 Symbolic Programming.

Supporting fields: Five courses to be taken in consultation with a computer science advisor.

II. DATA ANALYSIS AND DATABASE CONCENTRATION

Common core in Computer Science plus:

Computer Science: 240 Personal Computing; 324 Data Analysis and Statistical Software II; 349 Databases and Database Management.


Supporting fields: Four courses to be chosen in consultation with a computer science advisor.

INFORMATION SYSTEMS PROGRAM

Students with little or no experience in the use of computers and/or in mathematics should consider taking Computer Science 150 Introduction to Computer Systems & Programming and/or Mathematics 130 Algebra and Precalculus.

COMMON BACKGROUND

Statistics: 323 Data Analysis and Statistical Software I.

Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II; 145 Calculus for Information Systems I or 150, 151 Calculus I, II.

English: 204 Technical Writing or 301 Writing in the Professions.
SCHOOL OF COMPUTER SCIENCE, TELECOMMUNICATIONS AND INFORMATION SYSTEMS

Communications: two courses chosen from 220 Public Speaking; 211 Interpersonal Communication; 212 Small Group Communication; 311 Advanced Interpersonal Communication; 322 Advanced Public Speaking.

One of the following: 326 Computers Ethics and Society; Religion 227 Religious Ethics and Professional Life; Religion 228 Business Ethics and Society; Sociology 210 The Computerized Society.

One of the following two-course sequences: Accounting 101 and 103 Principles of Accounting I and Principles of Accounting II; Economics 105 and 106 Principles of Microeconomics and Principles of Macroeconomics; Psychology 105 and 106 Introductory Psychology I and Introductory Psychology II; or two of the following: Philosophy 301 Basic Logic; Philosophy 302 Symbolic Logic; Philosophy 303 Critical Thinking; or Sociology 101 General Sociology and one of the following: Sociology 102 Cultural Anthropology; Sociology 105 Social Problems.

SYSTEM DEVELOPMENT EMPHASIS

CORE COURSES

203 COBOL Programming; 213 C Language for Programmers; 213 On-Line Processing in COBOL; 240 Personal Computing for Programmers; 310 Principles of Computer Science I; 311 Principles of Computer Science II; 315 Analysis and Design Techniques; 349 Databases and Data Management; 376 Information Systems Project.

ADVANCED COURSES

Advanced students may apply certain graduate computer science courses toward these requirements with the approval of their faculty advisor.

Organizational Behavior: Management 300 Managerial Concepts and Practices I or Psychology 380 Industrial and Organizational Psychology.

Four of the following courses: 303 The IBM Mainframe Environment; 312 Assembly Language and Computer Organization; 324 Data Analysis and Statistical Software II; 328 Data Analysis for Experimenters; 336 End-User Application Development; 337 User Interface Design; 343 Introduction to Operating Systems; 351 Database Design; 352 Database Programming; 357 Expert Systems; 358 Symbolic Programming; 359 Client/Server Strategies; 361 Basic Communications Systems; 362 Principles of Data Communications; 365 Software Engineering; 373 Information Systems; 377 Project Management.

Supporting fields: Four courses to be chosen in consultation with a computer science advisor.

WORKSTATION APPLICATIONS DEVELOPMENT EMPHASIS

CORE COURSES

215 C Language for Programmers; 310 Principles of Computer Science I; 240 Personal Computing for Programmers; 255 Information Structures and Representations; 315 Analysis and Design Techniques; 319 Database Technology; 361 Basic Communications Systems; 376 Information Systems Project.

ADVANCED COURSES

Five courses required, including at least two Technology Intensive courses and two Technology Support courses. Advanced students may apply certain graduate computer science courses toward these requirements with the approval of their faculty advisor.


Technology Support: 324 Data Analysis & Regression; 328 Data Analysis for Experimenters; 373 Information Systems; 369 Software Engineering; 377 Project Management; 332 Simulation and Modeling; Management 300 Managerial Concepts and Practices I or Psychology 380 Industrial and Organizational Psychology.
Supporting fields: Five courses to be chosen in consultation with a computer science advisor.

NOTE
Students in the Information Systems program can achieve a minor in Business Administration by taking Accounting 101-103 and Economics 105-106 as part of their background and supporting fields courses. Management 300 should be chosen as an advanced course. In addition, supporting fields should include two of the following: Business Law 201; Marketing 301; Marketing 310; Finance 310; or Economics 315.

SPECIAL PROGRAMS

TEACHER OF COMPUTER SCIENCE: SECONDARY LEVEL
In cooperation with the School of Education, the School of Computer Science, Telecommunications 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); Computer Science 394 (8 hrs. required).

Computer Science: 321 Design and Analysis of Algorithms.
Electives: Five courses from the following list chosen in consultation with student's computer science advisor: 312 Assembly Language and Computer Organization; 329 Computer Graphics I; 345 Computer Architecture; 347 Concepts of Programming Languages; 348 Compiler Design; 349 Databases and Data Management; 357 Expert Systems; 358 Symbolic Programming.

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.

MINORS

COMPUTER GRAPHICS MINOR

Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II.
COMPUTER SCIENCE MINOR


Mathematics: 140 Discrete Mathematics I; 141 Discrete Mathematics II.

DATA ANALYSIS MINOR

Students with little or no experience in the use of computers and/or in mathematics should consider taking one or more of the following courses: Business Mathematics 125 Business Calculus I; Mathematics 130 College Algebra and Pre-calculus; Computer Science 110 Elements of Computer and Information Science; Computer Science 150 Introduction to Computer Systems and Programming; Management Information Systems 130 Introduction to Computer Technology and Methodology; Management Information Systems 340 Management Information Systems.

Computer Science: 240 Personal Computing for Programmers; 268 The Human-Computer Interface. Three of the following: 323 Data Analysis and Statistical Software I; 324 Data Analysis and Statistical Software II; 328 Data Analysis for Experimenters; 334 Advanced Data Analysis.

INFORMATION SYSTEMS MINOR

Students with little or no experience in the use of computers and/or in mathematics should consider taking one or more of the following courses: Business Mathematics 125 Business Calculus I; Mathematics 130 College Algebra and Pre-calculus; Computer Science 110 Elements of Computer and Information Science; Computer Science 150 Introduction to Computer Systems and Programming; Management Information Systems 130 Introduction to Computer Technology and Methodology; Management Information Systems 340 Management Information Systems.


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.

COURSES

All courses carry 4 quarter hours of credit unless otherwise specified.

110 Elements of Computer and Information Science. A general introduction to computer science and information processing. Includes a brief sketch of the history of the field, its impact on society, and a look toward the future. Substantial time will be spent covering the many types of problems which computers can be used to solve. Various systems and software packages are used when available.

150 Introduction to Computer Systems and Programming. An introduction to the necessary techniques and skills required to utilize the University's computer systems. The course will cover the use of an interactive multi-user system and system utilities as well as programming concepts and techniques. Computer problem solving methods will be emphasized. Intended computer science majors should consult a departmental advisor.
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.)

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, Mathematics 101, placement by the Mathematics Diagnostic Test, or equivalent.

On-Line Processing in COBOL. Conversational and pseudoconversational programming in COBOL, including subprogramming. Relative and indexed file organizations supporting on-line access. Concepts of interactive screen design and programming with use of Customer Information Control System (CICS) on IBM mainframes. **Prerequisite:** 203.

Introduction to Structured Programming Using C. An introduction to structured computer programming using ANSI C. Topics include: simple data types, control structures, character string processing, array processing, functions and structures. **Corequisite:** Mathematics 140. Students must have completed or be concurrently enrolled in Mathematics 140 to register for this course.

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-requisite:** Mathematics 140. Students must have completed or be concurrently enrolled in Mathematics 140 to register for this course.

C Language for Programmers. Introduction to the programming language ANSI 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.

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.

Personal Computing. An intermediate-level course in the use of personal computers for scientific and social research and business applications. Development and analysis of relational databases, reports, queries, SQL. Basic and advanced uses of spreadsheets for data analysis and modeling. Visualization methods for complex data sets. Symbolic computation tools. **Prerequisites:** Students are assumed to be familiar with Windows. Mathematics 130 College Algebra and Precalculus or equivalent.

Personal Computing For Programmers. Introduction to relational database concepts using PC databases; data access methods; structured query language (SQL); query by example; networks and the use of networks to share data, spreadsheets and macro languages. **Prerequisite:** 110 or 150.
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 fol-
lowing: 110, 149, MIS 130 or previous acquaintance with a programming language.

Information Structures and Representations. Memory organizations including
linked lists; trees; stacks. File organizations including sequential, indexed, and
B trees. Support of graphics, sound and video and their distribution and shar-
ing by way of networks. Prerequisite: 240.

The Human-Computer Interface. Overview of the interaction between humans
and computers. Topics include modeling, visualization, interaction techniques,
and animation. Discussion of impact of computers on such diverse areas as
archaeology, biology, medicine and mass media. Students create a visualization
relevant to their discipline. Prerequisite: 110 or 150, or consent.

The IBM Mainframe Environment. Concepts and use of IBM mainframe fea-
tures including job control language (JCL), Virtual Storage Access Method
(IDCAMS) utility functions, and the CLIST and REXX programming languages
to manage disk file allocation and usage, control printing functions, support
magnetic tape processing, and disk data set management and reporting soft-
ware. Prerequisite: 213.

Topics in Computer Science. Prerequisite: Consent.

Principles of Computer Science I. Conceptual models of a computer, machine and
assembly language. Internal data representation, programming methods, recur-
sion, stacks and queues. Prerequisite: Mathematics 141. Students must have com-
pleted or be concurrently enrolled in Mathematics 141 to register for this class.
Prerequisite: 213 or consent.

Principles of Computer Science II. Basic data structures, queues, linked lists,
trees, tree searches and string processing. Prerequisite: 310.

Assembly Language and Computer Organization. Data presentation, addressing
schemes and instructions for assembly language. Introduction to computer
organization. Prerequisite: 311 or consent.

Analysis and Design Techniques. Analyzing a problem requiring a computer-based
solution, designing a solution, prototyping the solution in a 4th generation lan-
guage, testing the prototype. Structured analysis and design techniques, data
flow and control flow diagramming, the data/project dictionary, processing nar-
ratives, architectural design, detailed design, transform and transaction flow, pro-
gram design language, technical reviews, inspections, and walkthroughs.
Comparison of structured techniques to alternative approaches. A team project
will be required to motivate these topics. Prerequisite: 255 or 310.

Database Technology. Mainframe and PC database technology; open database
connection using the ODBC model; Oracle and DB2; enterprise models and
to entity relationship models; normalization; object database models; distributed
databases. Prerequisite: 255.

Design and Analysis of Algorithms. Techniques for designing algorithms includ-
ing: analyzing algorithms (big-O, recurrence relations, profilers) and divide-and-
conquer (quicksort, mergesort). Additional topics chosen from: the greedy
method, dynamic programming, backtracking, branch-and-bound and string
matching. Prerequisites: Mathematics 141 and Computer Science 311.
Data Analysis and Statistical Software I (cross-listed as Mathematics 329). Computing with the statistical package SAS. Introduction to data analysis, elementary statistical inference. Regression and correlation. **Prerequisite:** 110 or 150, Mathematics 150 or BMS 125.

Data Analysis and Statistical Software II (cross-listed as Mathematics 324). Continuation of 323. Multiple regression and correlation, residual analysis, analysis of variance, and robustness. **Prerequisite:** 323.

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, 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.

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 world-views 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. **Prerequisite:** junior standing.

Data Analysis for Experimenters. The use of statistical software in conducting an analysis of variance in a variety of settings and the interpretation of generated results. Analysis of variance for completely randomized, randomized block, and Latin square designs; for factorial experiments; for incomplete block designs; with missing data; for fixed-effects, random-effects, and mixed-effects models; and for experiments with repeated measures. The analysis of covariance. **Prerequisite:** 324.


Simulation and Modeling. Measurement and tuning of computer systems. Simulation and analytical models. Operational analysis and queueing theory. **Prerequisite:** 323 or Mathematics 145.

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.

Multimedia. Multimedia interface design. Underlying technological issues including synchronization and coordination of multiple media, file formats for images, animations, sound and text. Hypermedia. Information organization. Survey of multimedia authoring software. Long distance multimedia (World Wide Web). Students will critique existing applications and create several multimedia applications. **Prerequisite:** CSC 311.

End-User Application Development. Graphical user interface (GUI) development; transaction processing; presentation of information. **Prerequisite:** 319.
### School of Computer Science, Telecommunications and Information Systems

#### 337 User Interface Design

#### 339 Computer Graphics II (cross-listed as Computer Science 539)

#### 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 either 213 or 342.*

#### 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. *Prerequisites: 311, and either 213 or 342.*

#### 345 Computer Architecture
Introduction to digital logic; micro-programming; further topics. *Prerequisite: one of the following: 312, 396, consent.*

#### 347 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.*

#### 348 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.*

#### 349 Databases and Data Management
Integrated databases. Architecture of data base systems; storage structures, integrated management systems, on-line file organization, teleprocessing. *Prerequisites: 311, and either 342 or 213.*

#### 351 Database Design
Design methodologies. Requirement formulation and analysis, conceptual design, implementation design, physical design. Emphasis will be on data modeling techniques. Course team projects include the design of a complete database structure and implementations of design tools. *Prerequisites: 319 or 349 and a programming language.*
Database Programming. Programming in large-scale relational database environment using host languages such as C. Design and implementation of on-line applications and report generation. Microcomputer Database System programming. Concepts such as database integrity, transactions, transaction recovery, concurrency and record locking will be covered. **Prerequisites:** 349 and 215.

Sophomore Honors Seminar.

Junior Honors Seminar.

Expert Systems (cross-listed as Computer Science 457). A detailed study of the development of artificial intelligence-based expert systems applications. Students will use commercial expert systems packages to develop example applications programs. Topics will include frames and other knowledge representation techniques, rule-based and case-based systems, inference, and model-based reasoning. **Prerequisite:** 255 or 310.

Symbolic Programming (cross-listed as Computer Science 458). 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:** 255 or 310.

Client/Server Strategies. Using local area networks, distributed databases and graphical user interfaces to develop and support client/server applications; migration from mainframe legacy systems to client/server and data warehouses; decision support systems; process and business re-engineering. **Prerequisite:** 336.

Basic Communications Systems. Introduction to voice networks; data communications fundamentals; local area networks; internet and information highway technologies. **Prerequisites:** 240.

Principles of Data Communications. Theory and components of data communication systems, modes, codes, and error detection techniques for data transmission, network protocols and link control procedures, communication carrier facilities and system planning. **Prerequisite:** 323.

Introduction to Local Area Networks. Principles of computer networks using LANs as an example. Issues in communications protocols and compatibility. Client-server versus peer-peer software applications. Network operating system services and management of local networks. **Prerequisite:** 361.


Software Measurement. Software metrics. Productivity, effort and defect models. Software cost estimation. **Prerequisites:** 323 and 315.

Survey of Computer Graphics (cross-listed as Computer Science 470). Overview of selected 2D techniques including compositing, and morphing, and a survey of basic 3D techniques, including interaction of light and color. Students write parts of a raytracer, and create an animation. **Prerequisite:** 311.
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.

Information Systems. Development of information system applications at the strategic, tactical, and operational levels. Systems theory and concepts, quality decision-making, the organizational role of information technology, and roles of people using, developing, and managing systems. Prerequisite: 240.

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: 315 and Communication 211 or 212 or 220.

Project Management. Managing behavioral and technical aspects of a systems project throughout the system life cycle: system and database integration issues; metrics for project management and system quality and performance evaluation; building and managing the systems development team; cost-effectiveness analysis; project management tools. Prerequisite: 315.

Legal Aspects of Data Processing. A practical survey of computer and data processing law arising in a high-tech environment. Areas covered include: contracts, copyrights, patients, trade secrets, trademarks, crime, unfair competition and international treaties.


Operations Research I: Linear Programming (cross-listed as Mathematics 387). The Linear Programming problem and its dual; the simplex method; transportation and warehoch problems; computer algorithms and applications to various fields. Prerequisites: Mathematics 220 and any introductory programming course.

Operations Research II: Optimization Theory (cross-listed as Mathematics 388). Integer programming, non-linear programming, dynamic programming, queuing theory, game theory. Prerequisite: 387.

Software Projects. Students will be provided with experience in team design, implementation and testing of a large software project. Prerequisites: 315 and Communication 220.

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.
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 consent of internship advisor.

Independent Study. Variable credit. Prerequisite: Consent of dean.

INSTITUTE FOR PROFESSIONAL DEVELOPMENT OFFERINGS

Application and registration information for the following programs may be obtained by calling the institute office at 312-362-6282. Students should consult with their advisor prior to registering for an IPD program to determine how it may apply to their degree program.

IPD 378 Executive Personal Computing Program. A ten-week integrated certificate program in microcomputing and computer technology for business professionals. Program offered through the Institute for Professional Development; enrollment is restricted.

IPD 379 Client/Server Technology Program. A twelve-week intensive program providing an in-depth introduction to client/server computing for programming and managers. Program offered through the Institute for Professional Development; enrollment is restricted.

IPD 383 C++ Program. A ten-week comprehensive certificate program covering object-oriented programming using C++ for programmers. Program offered through the Institute for Professional Development; enrollment is restricted.

IPD 384 Windows Software Development Program. An eleven-week intensive certificate program in the fundamentals of MS Windows and client/server technology for programmers. Program offered through the Institute for Professional Development; enrollment is restricted.

IPD 391 DB2 Program. A ten-week intensive certificate program covering relational database technology using DB2 for programmers. Program offered through the Institute for Professional Development; enrollment is restricted.

IPD 392 Telecommunications Program. A twelve-week integrated certificate program in telecommunications technology, systems and management. Program offered through the Institute for Professional Development; enrollment is restricted.

IPD 393 Local Area Networks Program. A ten-week intensive certificate program in the fundamentals of local area networks, wide area networks and data communications for LAN managers and data processing professionals. Program offered through the Institute for Professional Development; enrollment is restricted.

IPD 397 Computer Career Program. A thirty-week accelerated certificate program designed for those considering a change into the computer field. Program offered through the Institute for Professional Development; enrollment is restricted.
ADMINISTRATION

Barbara A. Sizemore, Ph.D.
Dean
Rafaela Wefter, Ph.D.
Associate Dean
Charles Doyle, M.A.
Assistant Dean and Certification Officer
Marianne Murphy, M.Ed., J.D.
Director of Graduate Students
Kathleen Lawler, M.Ed.
Director of Undergraduate Students
Charles Litzow, Ed.D.
Director of Student Teaching

LYNN C. BRYAN, M.Ed.
Director of Teacher Placement
LUZ DELGADO, B.A.
Academic Advisor
DENISE KEITHLEY, B.A.
Senior Academic Advisor
MARGARET SIEKSTEIN, B.A.
Academic Advisor

FACULTY

ACADEMIC PROGRAMS
Early Childhood Education
Elementary Education
Secondary Education
Music Education
Physical Education
Teacher Certification for College Graduates

ADMISSION

CURRICULUM
The School of Education believes that schools require professionals who exercise skill, understanding and judgment. It takes a holistic approach and strives for the positive transformation of people and society. Toward those ends, the School has three primary missions:

As an urban institution, the School is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago, by training professional urban educators.

In light of the religious character of DePaul, the School is committed to respect for individuals, an appreciation of diversity, and the ongoing examination of values.

Finally, the School is committed to the Vincentian mission of service to the poor, and to changing those conditions and settings which perpetuate poverty.

In addition to the above, the School intends:

1. To prepare professionals for work in schools and in places which support the work of schools.

2. To provide opportunities for educators to develop advanced skills through degree and inservice programs.

3. To provide opportunities for the University community, other professionals and the public at-large to examine educational issues in a larger social and cultural context, with the perspective of life-long learning.

4. To promote scholarship—research, projects and collaborative programs—which lead to the improvement of educational practices.

FACULTY

Beverly A. Sizemore, Ph.D.,
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University of Chicago

Adelaide Bingham, Ph.D.
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Rutgers University

Enora Brown, Ph.D.,
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University of Chicago

Nell Cole, Ed.D.,
Assistant Professor
Illinois State University, Normal

Sr. Therese Dugan, Ph.D.,
Associate Professor
Kent State University

James Dugan, M.F.A.,
Assistant Professor
University of Illinois at Chicago

Urban H. Fleige, Ph.D.,
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Catholic University of America

Gerald Foster, Ph.D.,
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Instructor
Western Illinois University

William E. Gorman, Ed.D.,
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Northwestern University

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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, AND SOCIAL SCIENCE.

BACHELOR OF SCIENCE IN BIOLOGY, CHEMISTRY, COMPUTER SCIENCE, MATHEMATICS, AND PHYSICS.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

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 Illinois State Board of Education. Furthermore, each program is accredited by the National Council for Accreditation of Teacher Education.

ADMISSION

Candidates interested in admission to the School should direct all inquiries to the Office of Admission, DePaul University, 1 East Jackson Boulevard, Chicago, Illinois 60604. Telephone: (312) 362-8300. The Office of Admission will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $25.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult page 394 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 (312) 325-7740.

COMPETENCE IN MODERN LANGUAGE

Students 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 Composition and Rhetoric (103, 104) 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 three-course sequence in one 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 be able to substitute a three-course sequence in a modern language for one Level II course in the three different divisions of the Liberal Studies Program except Common Studies, Natural Sciences and Math. 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 requirement of the Liberal Studies Program, only 20 are required because programs 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 advising 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. The programs have made the following course reductions:

**EARLY CHILDHOOD EDUCATION AND ELEMENTARY EDUCATION PROGRAMS**
Behavioral and Social Sciences: 3 courses are required, 2 Level I courses in different departments and 1 Level II course.

**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 91 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) (Core Unit 095, or Early Childhood Education 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 include:
- 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 (Political Science 120) and one course in United States History (selected from: History 280, 346, 378, 379, 344, 371, 372, 385, 386 or AMS 201).
- At least one Biology course, one Physical Science course (Chemistry, Geology or Physics), and one laboratory course must be included when meeting Liberal Studies requirements.
- Four (4) quarter hours in Health Education and Physical Development (selected from: Health Education or Physical Education PE 071, and 111, 206 and HE273).
- One course in oral communication selected from HSC 200; Communications 211, 212 or 213.
- For secondary and physical education students, at least one Mathematics course must be included when meeting Liberal Studies requirements in Natural Sciences and Mathematics.

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 310, SE 361 or EE 281)
- Social/Historical Foundations (CU 207)
- Psychological Foundations (CU 338, ECE 290 or PE 360)
- Human Growth and Development (CU 336, 337, or PSY 309)
- Special Education (RSL 201, ECE 309 or PE 374)

REQUIREMENTS FOR STUDENT TEACHING
All students in the School of Education must meet the following requirements before applying for student teaching:
- Admission to the School of Education.
- Completion of the Core requirements.
- Completion of the general education and Liberal Studies requirements. If one or two general education courses are missing and are not directly related to the teaching area, a student may still apply for student teaching.
- Completion of all education courses with a grade of C or better.
- Completion of the required clinical experiences (CU 095).
- Cumulative G.P.A. of 2.50 or better. Secondary departments may set higher G.P.A.s and/or other specific requirements for students in that major.
- Evidence of communication (oral and written) and mathematical skills at a level satisfactory for teaching.
- Review and approval by Student Teaching Committee of the School of Education.

TEST REQUIREMENTS
The State of Illinois requires that a candidate for certification pass a test of basic skills and a test of content-area knowledge. Although these tests may be taken after graduation, students are encouraged to take the basic skills test in their freshman year and the content-area 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 must include a semi-course concentration in a subject specialty.

Common Core: CU 207, 398, 380; CU 337 or Psychology 303; R & L 201.


Liberal Arts courses: LSE 201 or 298; Mathematics 110 and 111.

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: 206, 302, 303, 317, 341, 345, 351, 352, 372, 378, 379 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 309 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 066 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, 066, and five 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.

<table>
<thead>
<tr>
<th>Major Field</th>
<th>Required Courses</th>
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<tbody>
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<td>Mathematics</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Social Science</td>
<td>Social Science, page 268</td>
</tr>
</tbody>
</table>
| Common Core: SE 361, CU 207, 338, 380, CU 396, 337 or PSY 303; REL 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. |

IV. PROGRAM IN EARLY CHILDHOOD EDUCATION

The Bachelor of Science degree program in Early Childhood Education leads to a teaching certificate (infancy through grade 3). Students must select a minor concentration.

Liberal Arts: Mathematics 110 and 111.
Common Core: CU 207, 336, 380; ECE 290, 309, 310.
Professional Education: ECE 091, 092, 093, 094, 275, 286, 302, 303, 307, 311, and 385; HE 273, and EE 324 and 331.

The School of Education offers a minor sequence in Early Childhood Education. Consult with education advisor.

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.

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: Basic Skills Test and Content Area Test.

SPECIAL PROGRAMS

The School of Education offers the following planned sequences of courses: Coaching, Physical Education, and Athletic Training. 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 content area 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 job search counseling for all its students. The Job Placement Coordinator's function is to advise students individually and work closely with schools and districts to identify job vacancies. Students can get information and advice on resume writing, interviewing skills, and all other aspects of the job search. Information is also available about teaching in other states and overseas. Other services include a credential file mailing service and posted vacancy announcements.
GRADUATE PROGRAMS
The School of Education offers the following programs leading to the master's degree:

- Educational Leadership
- Curriculum Development
- Human Development and Learning
- Human Services and Counseling
- Reading and Learning Disabilities
- Teaching and Learning

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. All courses carry 4 quarter hours credit except where noted.

LIBERAL STUDIES IN EDUCATION (LSE)
These courses are open to all students in the University.

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. Includes laboratory.
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 300  Education and Literature. Through the study of literature, students will read and reflect upon themes and experiences of characters and individuals regarding what it means to become educated in a variety of contexts. Principal issues include growth and development, the formation of identity and values, the individual in relationship to community, decision-making, choices and consequences. This course will address political, social and economic dimensions of education and their effects upon the lives of individuals and their communities.

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. Includes laboratory.

LSE 394  International Studies in Education. This variable-topics course will focus upon educational issues in a particular country or region outside of the U.S. Through comparative study, a number of issues will be addressed: aims and purposes of education and schooling; economic, political, social and cultural contexts of educational policies; similarities and differences in organization and structure of educational systems; relationships between home, community and educational institutions; education, development and issues of social change.

LSE 395  International Studies in Teaching and Learning. This variable-topics course will focus upon aspects of curriculum, teaching and learning in a particular country or region outside of the United States. It requires work in the chosen country or region under the guidance of teachers familiar with its educational practices. The course will examine how curriculum is organized, developed and implemented in classrooms and schools with concentration on particular subjects or levels. From a comparative perspective, particular attention will be paid to the values and assumptions underlying curriculum and teaching.
LSE 396  **International Field Experiences in Education.** Through clinical experience outside of the United States, students will observe, participate in and reflect upon teaching and learning in cultural settings that differ from their own. This field experience abroad provides an opportunity to develop an understanding of what it means to be educated in the context of another society or culture. The intent of this experience is to add a more global perspective to one's own professional knowledge and practice. Variable credit, ranging from 2-8 quarter hours can be earned, dependent upon the nature and duration of this field experience.

**CORE UNIT (CU)**

Professional courses required in all degree programs. Social, historical, psychological, and philosophical foundations of education.

CU 099  **Clinical Experience with Children and Youth.** (No Credit) Required of all students. Observations and participatory 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.** 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 expectations 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. Emphasis is placed on the role of the early childhood professional in interaction with adults in the lives of young children (i.e. parents, grandparents).

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.** 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.

ELEMENTARY EDUCATION (EE)

Courses in Bilingual/Bicultural Education are included in this listing. In the Elementary Education courses listed below 324, 326, 331, 332, 344, 347, and 355, 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 of 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  **Introduction to Educational Practice.** Students will engage in critical reflection of the roles of elementary educators and be guided into a self-discovery of their own potential success in the profession. In order for reflection to be meaningful, students are required to participate in clinical experiences that include interaction with educators and children. Theory and practice will be fused together as students engage in curriculum design, instructional presentations, assessment of learning, class management and general decision-making inherent in classroom teaching. As a result of this course, students should begin to develop a professional portfolio.

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  **Physical Education and Classroom Management in the Elementary School.** The course is designed to promote an understanding of the contribution that Physical Education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching WHOLE classes of children in local schools. **Prerequisite:** EE 281.
EE 324  **Reading/Language Arts in the Early Years.** This course focuses on instruction, assessment, and subsequent instruction related to emergent literacy development. Individual student’s strengths and needs will be addressed through theories and practices related to both code and meaning oriented approaches to literacy development. Field experiences will provide students with opportunities to analyze theories, observe and practice strategies, and to make informed instructional decisions. *Prerequisite: EE 281 or equivalent.*

EE 326  **Reading/Language Arts in Intermediate and Middle Grades.** This course extends the ideas developed in EE 324 to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate and middle grades. Emphasis will be placed on using narrative and expository text and mixed genres related to content area instruction. *Prerequisite: EE 324 or consent of the 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. *Prerequisites: EE 311 and Mathematics 110; ECE majors only.*

EE 333  **Teaching and Learning Elementary School Mathematics.** An introduction to materials, methods, and strategies for helping students in grades K-8 become mathematically literate: i.e., helping elementary students to value mathematics, to become confident in their mathematical abilities, to attack and solve mathematical problems, and to reason and communicate mathematically. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology; and ways to assess student progress. Daytime clinical hours are required during this course. *Prerequisite: EE 281.*

EE 334  **Elementary Science Inquiry Teaching Strategies.** An introduction to instructional strategies for helping students in grades K-8 become science literate: i.e., to understand the nature of science and its impact on the real world. Particular attention will be given to theoretical views about how children learn science and develop scientific thinking skills, e.g., skills in observing, classifying, collecting and interpreting data and questioning strategies, and ways to assess student progress. 10 clinical hours are required for this course. *Prerequisite: EE 281.*

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 344  **Art and Music in the Elementary School.** This course is designed to engage prospective elementary school teachers in activities that enhance their understanding of the theoretical content and methodological strategies related to successfully integrating art and music into the elementary school curriculum. *Prerequisite: EE 281 or equivalent.*
EE 347  *Children's Literature* (cross-listed as R&L 347). This course will familiarize the student with various genres of quality children's literature and how to select books which are appropriate to children's developmental levels. Students will also be introduced to literature from various cultures and ethnic groups and learn how to extend, evaluate, and use children's literature throughout the curriculum.

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*. Prepares for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curricula will also be explored. **Prerequisite:** SE 362 or equivalent.

SE 306  *Teaching Literature*. Prepares for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums. **Prerequisite:** SE 362 or equivalent.

SE 309  *Teaching and Learning Secondary School Mathematics*. Prepares for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development. Emphasis on the development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation, and classroom management also will be discussed. **Prerequisite:** SE 362 or equivalent.
teaching history and social sciences at the middle and secondary school levels.
Examines the nature and purpose of history and social sciences curriculum
within secondary schools, the current status of social studies materials and
practices, and issues confronting today's secondary social studies teachers.
Emphasis on alternative teaching strategies, resources for teaching and learn-
ing, teachers' responsibilities in curriculum development and decision making,
and methods and materials for addressing cultural diversity. Lesson and unit
development, evaluation, and classroom management also will be discussed.
Prerequisite: SE 362 or equivalent.

SE 339  Teaching Science in the Secondary School. Theories, methods, and materials for
teaching and learning science in secondary schools. Prerequisite: SE 362 or
equivalent.

SE 349  Teaching Modern Languages. Prepares for teaching modern languages at the
middle and secondary school levels. Examines the theory and practice of teach-
ing modern languages with an emphasis on developing alternative teaching
strategies and using diverse resources. Lesson and unit development, evalua-
tion, and classroom management also will be discussed. Prerequisite: SE 362 or
equivalent.

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? Stu-
dents will examine their own values and begin to develop their own philoso-
phies 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 affec-
tive; classroom environment; classroom management principles and tech-
niques; multicultural materials and classroom materials in various content areas; the development of
appropriate methods and materials; current curriculum issues and controversi-
es. 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 quar-
ter. 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 and Inclusion. Focus will be on the practical problems related to the integration of exceptional children and youth into regular classrooms. Identification, characteristics, programs, curricular variations, and techniques for securing maximal development of students with a variety of special needs with emphasis on learning disabilities. The course also covers historical background, as well as current legal and service provision issues, including mainstreaming. Prerequisite: junior standing.

R&L 347 Children's Literature (cross-listed as PE 347). This course will familiarize the student with various genres of quality children's literature and how to select books which are appropriate to children's developmental levels. Students will also be introduced to literature from various cultures and ethnic groups and learn how to extend evaluate, and use children's literature throughout the curriculum.

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.

HEALTH EDUCATION (HE)

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, learning 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 060 Aerobics. (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.
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<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>PE 067</td>
<td>Recreational Sports</td>
<td>Acquisition of skills in popular &quot;carry over&quot; sports such as bocce balls, bowling, horse-shoes, darts, and frisbee golf for use in leisure hours and later life.</td>
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<tr>
<td>PE 070</td>
<td>Advanced Aerobics</td>
<td>Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise combined with dance. <strong>Prerequisite:</strong> PE 060 or Instructor's approval.</td>
</tr>
<tr>
<td>PE 071</td>
<td>Fitness and Conditioning</td>
<td>Participation and instruction in a variety of approaches to improving overall fitness through exercise and a balanced nutrition.</td>
</tr>
<tr>
<td>PE 076</td>
<td>Advanced Weight Training</td>
<td>Advanced instruction and participation in the use of free weights and various machines for body building and weight training. <strong>Prerequisite:</strong> PE 066 or instructor's approval.</td>
</tr>
<tr>
<td>PE 111</td>
<td>Developmental Basis of Movement and Rhythm</td>
<td>Through lecture, film analysis, direct observation and instruction 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, prenatal through adult characteristics will be examined.</td>
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<tr>
<td>PE 121</td>
<td>Swimming</td>
<td>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.</td>
</tr>
<tr>
<td>PE 122</td>
<td>Lifesaving</td>
<td>Introduction to swim conditioning techniques as a basis for the development of advanced lifesaving skills. American Red Cross Lifeguard Training Certificate may be earned. <strong>Prerequisite:</strong> PE 121 or swimming test.</td>
</tr>
<tr>
<td>PE 151</td>
<td>Gymnastics</td>
<td>Basic tumbling, stunts, apparatus exercises and marching skills. Emphasis on programming for the elementary school level, including mini-teaching presentations.</td>
</tr>
<tr>
<td>PE 181</td>
<td>Flag Football</td>
<td>Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play.</td>
</tr>
<tr>
<td>PE 182</td>
<td>Volleyball</td>
<td>Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching.</td>
</tr>
<tr>
<td>PE 183</td>
<td>Soccer-Speedball</td>
<td>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.</td>
</tr>
<tr>
<td>PE 185</td>
<td>Baseball-Softball</td>
<td>Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy.</td>
</tr>
<tr>
<td>PE 186</td>
<td>Track and Field</td>
<td>Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets.</td>
</tr>
<tr>
<td>PE 187</td>
<td>Basketball</td>
<td>Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team strategy.</td>
</tr>
</tbody>
</table>
PE 206 **Personal and Community Health.** This course is designed to expand the students' knowledge as well as to help the students gain insight into their own attitudes and behaviors regarding health and health practice. The course should also increase the understanding of the vital interaction between one's present health practice and the quality of life one might live in the future. The course is intended to motivate the students to live a healthier lifestyle and suggest ways in which this might be accomplished.

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 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; chiping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed.

PE 302 **First Aid: Responding to Emergencies.** (2 quarter hours.) Instruction, demonstration and practice in application of basic emergency first aid skills adapted to the needs of students and teachers. Emphasis will be placed on muscular fitness, cardiovascular fitness, prevention of injuries, and immediate treatment of injuries. Special emphasis will be placed on wellness concepts. 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 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 **Physical Education and Classroom Management in the Elementary School.** The course is designed to promote an understanding of the contribution that physical education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching WHOLE classes of children in local schools. Prerequisite: EE 281.
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 346  **Management of Physical Education, Sports, and Fitness Programs.** Organization and administration of physical education, sports, and fitness programs. Emphasis is placed on understanding the administrative, supervisory and leadership skills used in the management of physical education, sports, and fitness programs.

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. Lecture/laboratory. **Prerequisite: Biology 201, 202.**

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. Lecture/laboratory. **Prerequisite: Biology 201, 202.**

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, cardiovascular efficiency, anthropometry, body mechanics, and specific sport skills.

PE 362  **Fitness Testing, Assessment and Prescription.** Health-related fitness tests, risk assessments, and clinical exercise test protocols are covered as they relate to adult fitness, cardiac-rehabilitative, and special populations. Emphasis is on the application of testing procedures, interpretation of health-related fitness assessments and the development of individualized exercise prescriptions.

PE 372  **Methods and Materials for Physical Education Curriculum and Instruction in the Secondary School.** This course is designed to provide an understanding of physical education curriculum planning, teaching methods, classroom management, unit and lesson plans in a secondary school setting. Students will engage in 20-24 hours of field work to observe and participate in whole class instruction, in an attempt to integrate theoretical classroom content with on-site experiences.

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: Biology 201, 202 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 380  Internship in Fitness Management. (12 quarter hours.) Four hundred hours of supervised training in a health setting will be completed through this course. Students will receive practical experience in fitness testing, individual and group training, class instruction, program planning, and other facets of fitness management programming. Special interests of students will be addressed based on the internship site. Prerequisite: Open only to students who have applied and been accepted by the fitness management 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 and Toddlers. (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 in relation to the development and learning processes in infants and toddlers. Appropriate early childhood assessment methodologies will be emphasized. Taken concurrently with ECE 290.
ECE 092 Clinical Experiences with Young Children and Families. (1 quarter hour.) Students will observe and interact with young children and their parents in parent training programs, parent conferences and home visits (25 clock hours). They will also observe and work with children affected by the drug culture and HIV positive children. Taken concurrently with ECE 302.

ECE 093 Clinical Experiences with Preschoolers. (1 quarter hour.) Students will observe and interact with preschool age children (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes in preschool age children. Appropriate early childhood assessment methodologies will be emphasized. Taken concurrently with ECE 310.

ECE 094 Clinical Experiences in Primary Grades. (1 quarter hour.) Students will observe and interact with primary age children (25 clock hours) and attend a weekly seminar in which they are required to reflect on their experience in relation to the development and learning processes in the primary years. Appropriate assessment methodologies for children in the primary grades will be emphasized. Taken concurrently with ECE 311.

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 childhood program director.

ECE 275 Early Childhood Assessment. Students will study, use and evaluate early childhood assessment, methods and tools that are appropriate for use with young children of different ages from cultural and socioeconomic diverse backgrounds. Ways of involving parents in early childhood assessment will be stressed. How to observe and assess children individually, in groups and in their family systems will be included. Networking with community services will be explored.

ECE 290 Child Growth and Development. Human growth and development of the child from pregnancy through school-age. The patterns of growth include cognitive, physical, social, spiritual 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. Taken concurrently with ECE 091.

ECE 286 Art, Music, and Movement for the Young Child. This course will focus on the theory, research, methods, and activities of art, music, and movement for young children birth through age 8. Emphasis will be on the integration of developmentally appropriate activities for young children.

ECE 302 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 and counseling skills are included. Child management programs for the family are reviewed. Taken concurrently with ECE 092.
ECE 303 History and Philosophy of Early Childhood Education. Historical, sociological, philosophical and psychological foundations of early childhood education are explored. Review of key theories and research informs the development of early childhood education goals, practices—including administration, ethics, program models. Personal reflections are applied to the field and course readings.

ECE 307 Speech and Language Development of the Young Child. Development of young children's speech and language including techniques and materials for use in assessing and assisting this development. **Prerequisite:** ECE 290.

ECE 309 Exceptional Child Growth and Development. Study and analysis of variations in the preschool and primary child’s development including creative, gifted, and disabled children. The course includes study of characteristics of and programming for a variety of children with special needs with emphasis on the learning disabled. **Prerequisite:** ECE 290.

ECE 310 Preprimary Programs: Curriculum and Strategy. Students will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, and cognition development of preschool children from diverse cultural and socioeconomic backgrounds. Methods of (1) facilitating children's play, (2) individualization through building on children's experiences, learning styles and interests, (3) using media; and, (4) developing learning centers will be emphasized. **Prerequisite:** ECE 290; taken concurrently with ECE 093.

ECE 311 Curriculum and instruction in Primary Grades. 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. **Prerequisite:** ECE 290; taken concurrently with ECE 094.

ECE 376 Workshop for Preservice Teachers. Various topics in contemporary early childhood. See schedule of classes for details.

ECE 385 Early Childhood Student Teaching and Seminar. (12 quarter hours) Five school days a week supervised teaching in a cooperating school for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching will be included. **Prerequisite:** Permission of a program counselor. Open only to DePaul students.
ADMINISTRATION
Donald E. Caset, Ed.D.
Dean
Edward Kocher, Ph.D.
Associate Dean
Robert Krueger, Mus.M., M.B.A.
Director of Operations
John H. Wallace, Mus.M.
Business Manager
Robert Shamo, Mus.M.
Coordinator of Admissions

FACILITIES
ADMISSION
FINANCIAL AID
FACULTY
CURRICULUM
Bachelor of Arts
Bachelor of Music
Performance
Composition
Music Education
Jazz Studies
Music/Business
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, the Lyric Opera chorus, and other performing and teaching opportunities are also available in the metropolitan area.

FACILITIES

The School of Music is housed in attractive facilities on DePaul's Lincoln Park campus. The Music Building is a three-story facility built in 1966 and contains teaching studios, ensemble rehearsal rooms, classrooms, a recording studio, faculty offices, and a 140-seat lecture-recital hall which provides a forum for master classes, faculty and student recitals, and guest appearances. New modular practice facilities are located in the adjacent McGaw Building.

The Concert Hall has a seating capacity of 400 and serves as the performance home of the DePaul Symphony Orchestra, the Wind Ensemble, Wind Symphony, 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.

ADMISSION

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 March 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 Admission, DePaul University School of Music, 804 West Belden Avenue, Chicago, IL 60614, or call (312) 362-7344.

FINANCIAL AID

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University, 1 East Jackson, Chicago, IL 60604. Incoming freshmen may also compete for privately funded music scholarships at the time of audition. Since the number and amount of these music awards vary each year, contact the School of Music for further information.
FACULTY

VICTOR ARTY, MUS.B.,
Lecturer, Violin
Prinz Liszt Royal Academy

DAN ANDERSON, MUS.M.,
Lecturer, Tuba
Northwestern University

ERIC ARUNAS, B.S.,
Lecturer, Sound Recording Technology
DePaul University

SHELDON ATOVSKY, D.M.A.,
Lecturer, Composition, Musicianship
Northwestern University

PETER BALLIN, MUS.B.,
Lecturer, Jazz Studies
University of Miami

SUSANNE BAKER, D.M.,
Lecturer, Class Piano
Northwestern University

GILDA BASTON, MUS.M.,
Lecturer, Music Education, Cello
The Juilliard School

ROSS BEACRAFT, MUS.B.,
Lecturer, Trumpet, Coordinator of Brass Program
Eastman School of Music

GREGORY BIMM, M.A.,
Lecturer, Music Education
Western Illinois University

JON BOEN, B.M.,
Lecturer, Horn
Northern Illinois University

THERESA BRANCACIO MUS.M.,
Lecturer, Voice
Northwestern University

THOMAS A. BROWN, PH.D.,
Professor, Musicianship, Coordinator of Graduate Studies
University of Wisconsin

JUDITH BUNDRA, PH.D.,
Associate Professor, Chair, Music Education
Northwestern University

JEROME BUTERKA, D.M.A.,
Lecturer, Organ
American Conservatory of Music

DONALD E. CASEY, ED.D.,
Professor, Dean
University of Illinois

JOSEPH CASEY, PH.D.,
Associate Professor, Music Education
University of Iowa

WILLIAM CERNOTA, B.A.,
Lecturer, Cello
University of Chicago

ELSIE CHARSTON, MUS.B.,
Lecturer, Voice
St. Olaf College

MARK COLEY, MUS.M.,
Lecturer, Jazz Saxophone
University of Miami

CLIFF COLNET, PH.D.,
Lecturer, Jazz Studies
Northwestern University

LARRY COMBS, B.M.E.,
Lecturer, Clarinet
Eastman School of Music

SUSAN COOK, MUS. M.,
Lecturer, Saxophone
Northwestern University

FLOYD COOLEY,
Lecturer Tuba

L. STANLEY DAVIS, MUS.M.,
Lecturer, Liberal Studies
Northwestern University

DONALD DE ROCHE, PH.D.,
Professor, Director of Wind Organizations, Chair, Performance Studies
Northwestern University

JULIE DE ROCHE, MUS. B.,
Lecturer, Clarinet Coordinator of Woodwind Program
Northwestern University

LORE ELLSWORTH, B.M.
Lecturer, Jazz Studies
University of Miami

GEORGE FLYNN, D.M.A.,
Professor, Chair, Musicianship Studies and Composition
Columbia University
School of Music

Lawrence Fritts, B.S.,
Lecturer, Musicanship
University of Chicago

Joseph Genualdi,
Professor, Violin, Coordinator
of String Program

Ellen Gold, M.S.B.,
Lecturer, Music Education
University of Iowa

Kathleen Goll-Wilson, M.S.M.,
Lecturer, Music Education
Paris Conservatory

Amy Goodman, D.M.A.,
Associate Professor, Director of
Choral Organizations
Stanford University

Roger Goodman, M.S.M.,
Lecturer, Harpsichord
Northwestern University

Bruce Grainger,
Lecturer, Bassoon

Larry Gray, M.S.M.,
Lecturer, Jazz Bass
Roosevelt University

Michael Green,
Lecturer, Percussion, Coordinator of
Percussion Program

Jerry Grossman
Associate Professor, Cello

Norman Gulbranssen, M.S.M.,
Lecturer, Voice
Northwestern University

Viola Haas, M.S.M.,
Associate Professor Emeritus
State Conservatory-Prague

Keith Hampton, D.M.,
Lecturer, Music Education
Northwestern University

Amy Hartman, M.S.M.,
Lecturer, Flute
Northwestern University

Stephen Hartman, M.S.M.,
Lecturer, Harp
Indiana University

John Hatmaker, Ph.D.,
Lecturer, Musicanship
University of Iowa

B. Lynn Hebert, D.M.A.,
Assistant Professor, Musicanship
Stanford University

Michael Henoch, M.S.M.,
Lecturer, Oboe
Northwestern University

Stefan Hersch
Associate Professor, Violin

Mary Hickey, M.S.B.,
Lecturer, Flute
Northwestern University

Linda Hirt, M.S.M.,
Lecturer, Piano, Coordinator of Vocal
Program
Indiana University

Bonita Hymen, M.S.M.,
Lecturer, Voice
Yale University

Carl Johnson, M.S.M.,
Lecturer, Music Education
Chicago Musical College

Hillel Kagan,
Lecturer, Violin
University of Leningrad

Lewis Kirk, B.M.,
Lecturer, Bassoon
Manhattan School of Music

James Kleeman, M.S.M.,
Lecturer, Music/Business
Northwestern University

Edward Kocher, Ph.D.,
Professor, Trombone
Associate Dean
University of Illinois

Philip Kraus, D.M.A.,
Lecturer, Voice
Northwestern University

Robert Lark, D.M.A.,
Associate Professor, Coordinator
of Jazz Studies
University of North Texas

Meoldy Lord, M.S.M.,
Lecturer, Piano
DePaul University
SCHOOL OF MUSIC

FRANK MANTOOTH, B.M.,
Lecturer, Jazz Studies
University of North Texas

MARK MAXWELL, Mus.M.,
Lecturer, Guitar
Southern Methodist University

MARK McDUNN,
Associate Professor, Trombone, Trumpet

PAUL MCKEE, Mus.M.,
Lecturer, Jazz Trombone
University of Texas

MANNY MENDELSON, Mus.M.,
Lecturer, Jazz Studies
Eastman School of Music

FREDERICK MILLER, D.M.A.,
Professor Emeritus, Dean Emeritus
University of Iowa

THOMAS MILLER, B.M.,
Lecturer, Sound Recording Technology
University of Iowa

JANICE MITCHELL, D.M.,
Lecturer, Musicianship
Northwestern University

MILTON MOJIS, M.S.,
Lecturer, Music Education
University of Illinois

ROBERT MORGAN, Mus.B.,
Lecturer, Oboe
Indiana University

ELOISE NIWA, Mus.B.,
Lecturer, Piano
American Conservatory

LARRY NOVAK,
Lecturer, Jazz Piano
University of Minnesota

BRADLEY OPLAND,
Lecturer, String Bass

ROBERT PALMIERI, B.M.,
Lecturer, Jazz Guitar
University of Miami

DMITRY PAPERNO, Mus.M.,
Professor, Piano
Tchaikovsky State Conservatory

DONALD PECK,
Lecturer, Flute
Curtis Institute of Music

HERMAN PETTKE, Mus.M.,
Associate Professor Emeritus
DePaul University

ANNE PERILLO, Mus.M.,
Lecturer, Voice
DePaul University

ANN PETRY, R.M.T.,
Lecturer, Music Education
Warburg College

JACOBETH POST, Mus.M.,
Lecturer, Off-Orff-Schulwerk
College, Off Institute

CINDY EGOLF-SHAM RAO, D.M.,
Director of Orchestral Activities
University of Michigan

JAMES ROSS,
Lecturer, Percussion

VIRGINIA SANESTROM, Mus.M.,
Lecturer, Music Education
DePaul University

MARY SAUER, Mus.M.,
Lecturer, Piano, Coordinator of Keyboard Program
Chicago Musical College

JOHN SCHMIDT, M.S.,
Lecturer, Sound Recording Technology
University of Illinois

HARRY SILVERSTEIN,
Lecturer, Opera

RAMI SOLOMONOW, B.A.,
Associate Professor, Viola
Northern Illinois University

JOEL SPENCER, B.S.,
Lecturer, Jazz Percussion
University of Illinois

LEON STEIN, Ph.D.,
Professor Emeritus, Dean Emeritus
DePaul University

MARY STOLPER, Mus.M.,
Lecturer, Flute
Northwestern University

TODD SULLIVAN, Mus.M.,
Lecturer, Musicianship
Northwestern University

ALAN SWAIN, Mus.M.,
Lecturer, Jazz Studies
Northwestern University
MENG-KONG THAM, MUS.M., Assistant Professor, Liberal Studies
Northwestern University

CHARLES VERNON,
Lecturer, Trombone

WESLEY YENG, Ph.D.,
Associate Professor, Musicianship
Washington University

ROBERT WESSBERGER, MUS.M.,
Lecturer, Percussion
Northwestern University

KURT WESTERBERGER, D.M.,
Associate Professor, Musicianship
Composition
Northwestern University

BRAD WILLIAMS,
Lecturer, Jazz History

JOHN BRUCE YELL, MUS.B.,
Lecturer, Clarinet
The Juilliard School

MARK ZINGER
Professor, Violin
Odessa State Conservatory

CURRICULUM

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, music/business, 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 Composition and Rhetoric (103, 104) and 8 quarter hours in World Civilizations (105, 106).

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 FABL 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 (Musicanship)
Applied Music: 16 quarter hours. (Note: The successful completion of an audition is required for registration in applied music. Contact the School of Music Admission Coordinator.)
- Ensemble: Large Ensemble (MEN 101, 121, 131, or 221). 9 quarter hours.
- Conducting: Music 300. 2 quarter hours.
- Music Electives (Non-applied, Non-ensemble): 9 quarter hours
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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 Composition and Rhetoric (103, 104) and 8 quarter hours in World Civilizations (105, 106).

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 ............................................... 24
   (beyond the initial 24 quarter hours)
   Accompanying class (three quarters) ....................................... 6
   Piano Pedagogy (two quarters) ............................................... 4
   Small Ensemble ................................................................. 6
   Piano Literature (one quarter) .............................................. 2
   Applied Music Electives ..................................................... 3

B. Voice Majors Applied Music (includes 6 hours of foreign language diction) ........................................ 24
   (beyond the initial 24 hrs.)
   University Chorus or Chamber Choir ...................................... 3
   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 .............................................. 24
   (beyond the initial 24 hrs.)
   Large Ensemble ..................................................................... 3
   (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 .............................................. 24
   (beyond the initial 24 hrs.)
   Large Ensemble ..................................................................... 3
   (beyond the initial nine quarters)
   Small Ensemble ................................................................... 6
   Brass Concepts ..................................................................... 3
   Applied Music Electives ..................................................... 9

E. Percussion Majors Applied Music ..................................... 24
   (beyond the initial 24 hrs.)
   Large Ensemble ..................................................................... 3
   (beyond the initial nine quarters)
   Percussion Ensemble .................................................................. 6
   Applied Music Electives ................................................... 12

F. Woodwinds Majors Applied Music .................................. 24
   (beyond the initial 24 hrs.)
   Large Ensemble ..................................................................... 3
   (beyond the initial nine quarters)
   Small Ensemble ................................................................... 6
   Orchestral Repertoire ................................................................ 4
   Applied Music Electives ..................................................... 8
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 and Lab. ..................... 2
Elementary Instrumental Methods and Lab. ......................... 2
Class Voice ........................................................................... 1
Class Guitar .......................................................................... 1
Music for Exceptional Children ............................................. 2
Music Education Electives ..................................................... 4
Brass, Woodwind, String, and Percussion Classes ............. 4
Instrumental Emphasis only:
  Brass, Woodwind, String, and Percussion Classes (4 additional classes) ................. 4
  Junior and Senior High School Instrumental Methods and Lab. ......................... 2
Vocal Emphasis only:
  Choral Literature ............................................................... 2
  Junior High Vocal Methods and Lab .................................... 2
  Secondary Vocal Methods and Lab ..................................... 2
Professional Education (including student teaching) ............ 32
Clinical Experience with Children and Youth ..................... 0
Literature, United States History and American Political Systems ............ 12
Mathematics, Science, and Laboratory Science ................. 18

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 the Liberal Studies and/or free elective 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
V. BACHELOR OF MUSIC WITH ELECTIVE STUDIES IN BUSINESS

Principles of Accounting I ................................................................. 4
Principles of Accounting II .............................................................. 4
Business of Music ........................................................................... 2
Elements of Probability and Statistics ............................................. 4
Microeconomics .............................................................................. 4
Macroeconomics ............................................................................. 4
Managerial Concepts and Practices I .............................................. 4
Principles of Marketing ................................................................... 4
Introduction to Computer Technology ............................................. 4
Financial Management I ................................................................. 4
3 Commerce Electives (200 or 300 level courses) ......................... 12
Music Electives .............................................................................. 9
Advanced Musicianship Electives .................................................... 12

Note: Unlike other Bachelor of Music programs which include a specialization within the music degree and two-thirds of the course requirements in music, this program requires the inclusion of elective studies in business in place of that music specialization.
## SAMPLE PROGRAM—BACHELOR OF MUSIC

### FRESHMAN YEAR

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BACHELOR OF SCIENCE IN MUSIC
WITH ELECTIVE STUDIES IN ELECTRICAL ENGINEERING
RECORDING SOUND TECHNOLOGY

Offered in association with Streeterville Recording Studios, 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 Composition and Rhetoric (103, 104) and 8 quarter hours in World Civilizations (105, 106).

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; 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 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

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### SOPHOMORE YEAR

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<tr>
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### SENIOR 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-Studios; 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 196, 197, 198 Diction I, II, III. (1 hr. each.) Intermediate Italian, Beginning German and Intermediate German for singers.

APM 242, 244, 245 Accompanying Class I, II, III. (2 hrs. each.) Role of pianist as accompanist in the vocal and instrumental repertoires, operatic stage rehearsal accompaniments. Introduction to vocal coaching skills.

APM 253 Introduction to Acting for Singers. (2 hrs.)

APM 296, 297, 298 Diction IV, V, VI. (1 hr. each.) Beginning French, Intermediate French, English/Spanish for singers.

APM 328 Orchestral Repertoire for Woodwinds. (2 hrs.) Study of standard orchestral repertoire, audition preparation, and those skills required in the professional orchestral environment. (Spring Quarter).

APM 332, 333 Piano Pedagogy I, II. (2 hrs each.) History and mechanism of the piano, pedagogy involving tone, technique, pedaling, 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, mechanic, 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.


APM 387 Studio Teaching as a Profession (cross-listed as APM 384.) Strategies and techniques for the professional studio teacher.

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.

270 Music of the World's People. (4 hrs.) A survey of music roles and practices in a variety of countries and continents.

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. (4 hrs.) A comprehensive study of the origins and developments of jazz, specifically concentrated on important jazz styles and performers since 1917.

377 Women and Music. (4 hrs.) A survey exploring the roles of women musicians in their societies.

Musicianship Studies: The two-year program in Musicianship 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 art 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 repertoire experience. The program also introduces elements of jazz, and commercial and popular music as well as “ethnic” and non-western music.

FRESHMAN YEAR


MUS 120 Musicianship II. (4 hrs.) (Winter) Continuation and conclusion of Renaissance studies; Baroque studies, part I. Prerequisites: MUS 110.

MUS 130 Musicianship 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.
SCHOOL OF MUSIC

MUS 113, 123, 133. Group Piano I, II, III. (1 hr. each.) The first three courses in 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 Musicianship 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.

SOPHOMORE YEAR

MUS 210 Musicianship IV. (4 hrs.) (Autumn) Classic period. Prerequisite: MUS 190.
MUS 230 Musicianship VI. (4 hrs.) (Spring) Twentieth-century studies including jazz, popular and commercial music. 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 213, 223, 233 Group Piano IV, V, VI. (1 hr. each.) The last three courses in the two-year sequence described above.
MUS 234 Introduction to Jazz Arranging. (2 hrs.) Fundamentals of writing in the jazz idiom.
MUS 235 Introduction to MIDI. (2 hrs.) Basic concepts of MIDI including sequencers, software, synthesizers and sampling.
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 harmonics 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 Jazz History and Style. (2 hrs.) 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 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. (2 hrs.) A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques.

MUS 377 Women and Music. (4 hrs.) A survey exploring the roles of women musicians in their societies.

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 I. (2 hrs.) A history of opera during the 17th and 18th centuries; 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.

MUS 383 History of Opera II. (2 hrs.) A history of opera during the 19th and 20th centuries; emphasis on the development of musical style with particular reference to significant operas, 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 376 Medieval and Renaissance Music. (2 hrs.)

MUS 379 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 Wind Symphony. (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**

122 **Concert Choir.** (1 hr.) Rehearsals and performances of choral music.

131 **Orchestra.** (1 hr.) Study and rehearsal of traditional and new orchestra repertoire.

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.

231 **Chamber Choir.** (1 hr.) A choral ensemble of selected voices.

233 **Brass Choir.** (1 hr.) Study and performance of brass choir repertoire.

241 **Chamber Music.** (1 hr.) A practical application of performance techniques for advanced instrumentalists and vocalists; repertoire adapted to the instrumentation of the class, according to the ability of the class members; public performance.

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.

283 **Jazz Chamber Ensemble.** (1 hr.) Study, rehearsal, and performance of literature for Jazz chamber groups. **Prerequisite:** junior standing or consent of instructor.

285 **Jazz Vocal Ensemble.** (1 hr.) Study, rehearsal and performance of literature for Jazz ensemble.

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 Wind Symphony, MEN 121 University Chorus, MEN 122 Concert Choir, MEN 131 Orchestra, MEN 221 Wind Ensemble, MEN 231 Chamber Choir.**

**Composition**

**COM**

300 **Orchestration.** (4 hrs.) Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestral studies of representative works from various periods; arrangements for orchestral ensembles. **Prerequisite:** MUS 230. Not offered 1996-97.

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 1995-96.

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.

303 **20th-Century Counterpoint.** (4 hrs.) Exploration of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schenберg, Webern, Bartok, Hindemith and others as well as music of very recent times. **Prerequisite:** MUS 230. Not offered 1996-97.
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<td>COM 304</td>
<td>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. <strong>Prerequisite: MUS 230.</strong></td>
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<tr>
<td>COM 305</td>
<td>Analytical Studies. (4 hrs.) Use of various analytical techniques for detailed studies of selected compositions. <strong>Prerequisite: COM 304 or equivalent.</strong></td>
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<tr>
<td>COM 306</td>
<td>Introduction to Electronic Music. (4 hrs.) Survey of electronic compositions and selected techniques employed in their sonic realization; introduction to the tools and equipment of electronic music. <strong>Prerequisite: MUS 230.</strong></td>
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<tr>
<td>COM 307</td>
<td>Composition I. (3 hrs.) Exploration of twentieth century compositional techniques; course activities may include analytical assignments as well as creative projects. <strong>Prerequisite: MUS 230.</strong></td>
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<tr>
<td>COM 308</td>
<td>Composition II. (3 hrs.) Continuation of COM 307.</td>
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<td>COM 309</td>
<td>Composition III. (3 hrs.) Continuation of COM 308. <strong>Prerequisite: COM 308.</strong></td>
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<tr>
<td>COM 310</td>
<td>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. <strong>Prerequisite: COM 309.</strong></td>
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<td>COM 311</td>
<td>Composition V. (4 hrs.) Continued work on senior project. <strong>Prerequisite: COM 310.</strong></td>
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<td>COM 312</td>
<td>Composition VI. (4 hrs.) Continuation of senior project. <strong>Prerequisite: COM 311.</strong></td>
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**Music Education**

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<td>MED 095</td>
<td>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.</td>
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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.

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<td>MED 300</td>
<td>Elementary Instrumental Methods &amp; Lab. (2 hrs.)</td>
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<td>MED 301</td>
<td>Junior and Senior High Instrumental Methods &amp; Lab. (2 hrs.)</td>
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<tr>
<td>MED 303</td>
<td>Elementary Vocal-General Methods &amp; Lab. (2 hrs.)</td>
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<tr>
<td>MED 304</td>
<td>Junior High Vocal Methods &amp; Lab. (2 hrs.)</td>
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<tr>
<td>MED 305</td>
<td>Secondary Vocal Methods &amp; Lab. (2 hrs.)</td>
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<tr>
<td>MED 306</td>
<td>Introduction to Music Education. (2 hrs.)</td>
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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 education, 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. Not offered 1996-97.

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. Not offered 1995-96.

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 314 not offered 1996-97.

MED 316 Literature for Wind Organisations. (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.

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 385 Introduction to Off-Schulwerk. (2 hrs.) A series of explorations with rhythm, movement, gesture, words, melodies, and instrumental/environmental sounds, introducing the student to Off-Schulwerk. Experiences with games, songs and dances, rhymes and chants, poetry and dramatized stories will be included. Open to music education majors and elementary education majors.

MED 386 Off Workshop (Level I). (3 hrs.) Introduction to Off-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Off 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 Off 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 Off Workshop (Level III). (3 hrs.) Advanced course leading to certificate in Off-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 200 Introduction to Sound Recording Technology. (2 hrs.)


REC 301, 302, 303. Recording Technology IV, V, VI. (4 hrs. each) Basic studies in electrical engineering with technological applications in recording studio settings. Emphasis on peripheral gear, consoles and automation, and the synthesizer.

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, American Alliance for Theatre and Education (AATE), and the Illinois Alliance for Arts Education.

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 MEITZER, J.D.
Director of Admissions

LARA GOETSCH, B.S.
Public Relations Director

NIKI ELIAS, B.A.
Office Assistant

FACULTY

ADMISSION

CURRICULUM

Acting, B.F.A. and Certificate
Costume Design, B.F.A.
Lighting Design, B.F.A.
Scene Design, B.F.A.
Theatre Technology, B.F.A.
Production Management, B.F.A.
Costume Technology, Certificate
Playwriting, B.F.A.
Dramaturgy/Criticism, B.F.A.
General Theatre Studies, B.F.A.
Theatre Management, B.F.A.

COURSES
The Theatre School is the Midwest's only theatre conservatory. Founded as the Goodman School of Drama in 1925, the School carries on a 70 year history as a leading drama school in the United States. The conservatory format provides for an intensive, highly disciplined training program. The central core of the program is an extensive production-oriented approach. The School produces more than 150 public performances each season to more than 55,000 people, featuring students in every aspect of the production. Programs of study are offered in acting, scene design, costume design, lighting design, theatre technology, costume technology, production management, playwriting, dramaturgy/criticism, theatre management, and general theatre studies. Graduate programs are offered in acting, directing, scene design, costume design and lighting design.

The objectives of the professional curricula 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.

The School has spawned such talents as actors Tom Amandes, Kevin Anderton, Bruce Boxleitner, Kelly Coffield, Melinda Dillon, Joe Guzaldo, Linda Hunt, Harvey Korman, Karl Malden, Joe Mantegna, Kevin O'Connor, Elizabeth Perkins, Michael Rooker, John C. Reilly, Casey Siemaszko, Concetta Tomei, Ted Wass and Adrian Zmed, and designers Dunya Ramizova, Theoni V. Aldredge, Dale Winben, and Eugene Lee.

The Theatre School's graduates also pursue careers in arts administration, criticism, dramatic writing, recreation and community services.

Each Theatre School course builds and expands upon its predecessor. When the program is complete, the student 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.

Advanced students in the Theatre Studies and Design and Technical programs enhance their training experience by completing internships at local and national organizations. Internships have been conducted at the Brooklyn Academy of Music, Metropolitan Opera, Seattle Opera, Goodman Theatre, Guthrie Theatre, Arena Stage, Playwrights Horizons, the David Letterman Show, Shakespeare Repertory, International Theatre Festival of Chicago, Shakespeare Santa Cruz, Alabama Shakespeare Festival, Repertory, Oregon Shakespeare Festival, Chicago Children's Theatre, Susan Hilferty Studio, Child's Play Touring Company, Berkshire Theatre Festival and Steppenwolf Theatre.
THE FACILITIES

The Theatre School buildings are located at 2130 and 2135 North Kenmore Avenue on DePaul's Lincoln Park Campus. In addition to housing most Theatre School classes, the buildings provide rehearsal rooms, design studios, shop facilities, script library, computer lab, and faculty and staff offices. The buildings are minutes from downtown Chicago by elevated train, bus or car.

DePaul's Merle Reskin Theatre, formerly the Blackstone, was purchased from the Shubert Organization in 1988 and renamed for a major donor in 1992. It provides The Theatre School with a professional-standard, state-of-the-art theatre facility to match the professional standards of the school's training and productions.

The public productions of The Theatre School Showcase, Chicago Playworks, and New Directors Series are fully realized at the Merle Reskin Theatre. Students begin their training there as part of the backstage and house crew, allowing them hands-on experience in all components of the theatre profession. The theatre is also used by several not-for-profit arts organizations in Chicago, the International Theatre Festival of Chicago, and an occasional feature film company, exposing Theatre School students to a broader view of the entertainment industry. The DePaul Merle Reskin Theatre is located in the South Loop in the heart of the city. The Theatre School bus transports students between the school and the theatre for performances.

The Theatre School is situated in the center of Chicago's off-Loop theatre movement. Neighboring theatre and performing arts companies include the Steppenwolf Theatre, Victory Gardens Theatre, Organic Theatre, Touchstone Theatre, Ivanhoe Theatre, Royal George Theatre, Apollo Theatre Center, and the Theatre Building. The school's location and tradition make possible contact with innovative professional theatres, a resource unparalleled between the two coasts. The vastly increasing film and television industries in Chicago offer further training possibilities.

FACULTY AND STAFF

In keeping with the school's concept of the dual importance of theory and practice and of producing a superior quality of instruction, The Theatre School's faculty and staff are highly qualified, both professionally and academically. The faculty is regularly supplemented by accomplished 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, Shelley Winters and Jean Stapleton; Broadway stars Donna McKechnie (A CHORUS LINE) and Andre De ShIELDS (AINT MISBEHAVIN and THE WIZ); Chicago's nationally known Steppenwolf Ensemble; actor/author Orion Bean; Academy Award-winning actor Gene Hackman; Chicago theatre critics Richard Christiansen and Glenn Syke; cast members from NICHOLAS NICKLEBY; comedian Shelley Berman; Obie Award-winning playwright Megan Terry; artistic directors Robert Falls (Goodman Theatre); Tony Award-winning actor Joe Mantegna; Gregory Mosher (Lincoln Center for the Performing Arts); JoAnne Akalitis; alumnae Jim Ragona, singing ringmaster for Ringling Bros. and Barnum & Bailey Circus; the late Geraldine Page; actors Brian Dennehey, Peter Falk, John Mahoney, and the late Cleavon Little; and Academy Award-winning production designer Patricia von Brandenstein (AMADEUS).
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 British actresses Joan Plowright, international director Kazimierz Braun, professional clown Steve Smith (Ringling Bros. and Barnum & Bailey Circus); stage-combat experts David Boushey and James Finney; famed Japanese Kabuki actor/director Onoe Kumeson II; musical theatre actor Carl Hall (THE WIZ). Marie Higleman of the Guthrie Theatre conducted a dye and paint workshop on techniques used in costume fabrication. Peter Wood, artistic director of Britain's National Theatre, taught a master class for professional actors. Playwright Pamela Black previewed her play BLACKBIRD as a playwriting-in-residence with The Theatre School Showcase; playwright Max Bush presented his new plays AALUMARIA: THE VOYAGE OF THE DRAGON FLY and 13 BELLS OF BOGLEWOOD, and HANSEL AND GRETEL as playwright-in-residence with Chicago 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
Union Graduate School

CHRISTINE ALDRE, M.F.A.,
Voice and Speech
University of Washington

ANTHONY ADLER, B.A.,
History/Criticism
Carnegie-Mellon

JANE ALGERMAN, B.A.,
Audition
Adelphi University

DAVID L. ARVOLLE, M.F.A.,
Acting
Southern Methodist University

JEFF BAGGS, M.F.A.,
Scene Design
Northwestern University

TIM BEAUT, B.F.A.,
Master Carpenter
Central Michigan University

JOHN BRIDGES, M.A.,
Director of Administration
Western Illinois University

WILLIAM BROWN,
Acting
American Conservatory Theatre

DENNIS BROOKS, B.F.A.,
Drawing
School of the Art Institute of Chicago

LINDA BUCHANAN,
Scenic Design
Northwestern University

BILL BURNETT, M.F.A.,
Voice and Speech
Ohio University

FRANCO COLAVECCHIA,
Scene Design
London University

NAN CHERL-ENKINS, M.F.A.,
Costume Design
Yale University

DEAN COCHRAN, M.F.A.,
Playwriting
Ohio University

JOHN COOL, M.F.A.,
Lighting Design
New York University

MICHAEL DE VITO, B.A.,
Musical Theatre
Loyola College

MARK ELLIOTT, M.F.A.,
Musical Theatre
San Diego State University

PATRICE EGGLETON, M.F.A.,
Movement
Southern Methodist University

MALCOLM ESWIN, B.A.,
Stage Management
Amherst College
JUDITH GEICHMAN, M.F.A.,
Drawing
School of the Art Institute of Chicago

CHARLENNE GETZ, B.A.,
Box Office Manager
Northern Illinois University

LARA GOETCH, B.S.,
Public Relations Director
Northwestern University

ANASTASIA GONZALEZ,
Budget Manager

STEPHEN GRAY, M.A.,
State Combat
San Diego State University

PHYLIS E. GRIFFIN, M.F.A.,
Voice and Speech
 Goodman School of Drama

GABRIEL HALPERN, M.A.,
Movement
Goddard College

BETSY HAMILTON, B.F.A.,
Movement
University of Texas

STEPHEN G. HOUCKE, Ph.D.,
Dramatic Theory
Cambridge University

DONALD W. ILKO, Ph.D.,
Acting and Theatre Studies
Case Western Reserve University

BELLA IRIN, Ph.D.,
Acting
Case Western Reserve University

JOHN JENKINS, B.A.,
Movement
Pittsburgh State University

JEWEL JOHNSON
Transportation

TRUDIE KESSLER, M.F.A.,
Voice and Speech
University of California, Irvine

SUSAN LEIGH, M.F.A.,
Voice and Speech
Temple University

DAWN G. MCKESEY,
Assistant to the Costume Shop Manager

MELISSA MELTZER, J.D.,
Director of Admission
Chicago-Kent College of Law

JANET C. MESSMER, M.A.,
Costumer
University of Illinois, Urbana

KIMOSHA MURPHY, B.A.,
Movement
Southern Illinois University

RICK MURPHY, M.A.,
Acting
University of Washington

JOSEPH NIEHANS, B.F.A.,
Scene Design
Goodman School of Drama

LAURA OHELLE, B.A.,
Group Sales Representative
Theatre School, DePaul

CATHY OLSON, B.F.A.,
Stitcher
North Park College

JOHN F. O'MALLEY, Ph.D.,
Associate Dean
Florida State University

JAMES OSTTOLOFF, M.F.A.,
Acting and Directing
Goodman School of Drama

SHERRIE PESTA, Ph.D.,
Dramatic Literature
Florida State University

RICHARD PENTRELL, M.A.,
History/Criticism
University of Chicago

GERARD PRENDERGAST, B.F.A.,
Camera Technique
Goodman School of Drama

NICHOLAS SANDS PULLIN, M.A.,
Stage Combat
Cambridge University

GERALD REYNOLDS,
Carpenter

KEVIN RICKER,
Lighting Design

LESLIE RILEY,
Movement
ADMISSION

Candidates interested in admission to any of the undergraduate or graduate programs of The Theatre School should direct all inquiries to Director of Admission, The Theatre School, DePaul University, 2135 N. Kenmore Avenue, Chicago, Illinois, 60614-4111. Telephone: (312) 325-7999 or 1-800-4DEPAUL (Extension 7999) 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 Admission, 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 Admission 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 Autumn 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 discipline, growth, and professional potential.

THEATRE STUDIES PROGRAMS

The Theatre Studies Department offers majors in Dramaturgy/Criticism, Playwriting, Theatre Management, and General Theatre Studies. Students interested in pursuing majors in the Theatre Studies Department should submit an admission application to DePaul University, three letters of recommendation, a writing sample, transcripts, ACT or SAT scores, and a 2" x 2" photograph or head shot directly to The Theatre School's Director of Admission. No audition or interview is required, however, students are encouraged to visit the school. Transfer credit is more flexibly applied in this program.

Since new enrollment in Theatre Studies is limited to 25 students per year, standards are high, and the School admits only the most qualified students. There is an annual evaluation for retention based on student attitude, academic progress and professional potential.

CURRICULUM

Throughout the more than seventy 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 the Showcase, Playworks and New Directors 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: 204, 205, 206 History of Dramatic Literature, and three courses from other Theatre Studies offerings.

LIBERAL STUDIES PROGRAM

The Theatre School offers two distinct programs of study: a 3-year certificate program, and a 4-year degree program. The 4-year program is offered in conjunction with the College of Liberal Arts and Sciences and culminates 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 technology. 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 acting, design and technical 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 Composition and Rhetoric (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 also 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 take the reduction in a division which promotes contrast in the student's academic program.

**MAJOR FIELD REQUIREMENTS**

1. **ACTING MAJOR**

   (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**
   - **Acting I:** 111, 112, 113
   - **Movement I:** 121, 122, 123
   - **Voice and Speech I:** 131, 132, 133
   - **Liberal Studies:** 1 course
   - **Common Studies:** 4 courses
   - **Theatre Crew:** 107, 108, 109
SECOND YEAR
History of Dramatic Literature: 204, 205, 206
Acting II: 211, 212, 213
Movement II: 221, 222, 223
Voice and Speech II: 231, 232, 233
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
Acting III: 311, 312, 313
Movement III: 321, 322, 323
Voice and Speech III: 331, 332, 333
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
Movement IV: 421, 422, 423
Voice and Speech IV: 431, 432, 433
Advanced Scene Study: 424, 425, 426
Rehearsal & Performance II: 461, 462, 463

II. COSTUME DESIGN MAJOR
FIRST YEAR
Drawing I: Art 107, Art 208, Art 209
Costume Technology I: 254, 255, 256
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 Technology II: 354, 355, 356
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
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

FOURTH YEAR
Costume Design III: 444, 445, 446
Rendering II: 484, 485, 486
Visual Concepts: 641, 642, 643
Design elective chosen from among Scene Design I: 241, 242, 243; Lighting Design I: 247, 248, 249, or other design/technical courses chosen with approval of advisor and instructor.
Optional Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship: 471, 472, 473

III. LIGHTING DESIGN MAJOR

FIRST YEAR
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
THE THEATRE SCHOOL

FOURTH YEAR
Lighting Design III: 447, 448, 449
Visual Concepts: 641, 642, 643
Rendering II: 484, 485, 486
Costume Design I: 244, 245, 246; and/or other Design/Technical courses chosen with
approval of advisor and instruction.
Non-Theatre Elective: One Course outside the Theatre Program will be chosen in consulta-
tion 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 MAJOR

FIRST YEAR
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
Visual Concepts: 641, 642, 643
Design/Technical Elective chosen from among Costume Design I: 244, 245, 246; Lighting
Design I: 247, 248, 249; Costume Technology I: 254, 255, 256; Construction & Rigging I:
257, 258, 259 and/or other design/technical courses with approval of advisor and instructor.
Optional Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship: 471, 472, 473
V. THEATRE TECHNOLOGY MAJOR

FIRST YEAR
Drawn: 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; and/or other Design/Technical courses chosen with approval of advisor and instructor.
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

FOURTH YEAR
Production Management Seminar: 457, 458, 459
Design/Technical Elective: same as 3rd year, upper level courses if approved; Lighting II 347, 348, 349 if both Lighting I and Lighting Technology were taken in previous year.
Optional Theatre Elective: may be Directing I, with permission.
Production Practice III and/or Internship: 471, 472, 473

VI. PRODUCTION MANAGEMENT MAJOR

FIRST YEAR
Drawing: 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
Design Elective (See below)
Stage Management: 367, 368, 369
Production Practice: 271, 272, 273
Theatre Elective: 3 courses
Liberal Studies: 3 courses

THIRD YEAR
Design Elective (See below)
Stage Management: 367, 368, 369
Production Practice II: 371, 372, 373
Elective: 3 courses (Theatre or Management)
Liberal Studies: 3 courses

FOURTH YEAR
Design Elective (See Below)
Stage Management: 367, 368, 369
Production Practice III and/or internship: 471, 472, 473
Theatre Elective: 3 courses per quarter to be determined by consultation with advisor

DESIGN ELECTIVE
Production: Management majors must take 3 design related courses from the following list:
  Lighting Design I
  Costume Design I
  Scene Design II
  *Lighting Design II
  *Costume Design II
  *Scene Design II
  *With permission of instructor

VII. COSTUME TECHNOLOGY CERTIFICATE
FIRST YEAR
Drawing I: Art 107, 208, 209
Make-up: 214, 215, 216
Principles of Design: 141, 142, 143
Costume Technology I: 254, 255, 256
Theatre Crew: 107, 108, 109
SECOND YEAR
History of Dramatic Literature: 204, 205, 206
Costume Design I: 244, 245, 246
Rendering I: 384, 385, 386
Costume Technology II: 354, 355, 356
Production Practice II: 371, 372, 373

THIRD YEAR
Costume Technology III: 454, 455, 456
Management: 228, 300, 307
Production Practice III: 471, 472, 473
Independent Study: This course is taken in costume shop management and is related to the internship. It is taken in the two quarters in which the internship does not occur.

THEATRE STUDIES
All students in Theatre Studies must complete a Common Core of courses as follows:
Theatre Crew: 107, or 108, or 109
History of Dramatic Literature: 204, 205, 206
Principles of Design: 141, 142
Performance Workshop: 291, 292, 293
Dramatic Criticism: 324, 325, 326
Stage Management: 367, 368, 369
Directing I: 374, 375, 376
(Note: students in Dramaturgy/Criticism and Theatre Management take only the first quarter of Directing. Additionally, Theatre Management students take only the first quarter of Stage Management and Dramatic Criticism.)

VIII. PLAYWRITING MAJOR

FIRST YEAR
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
Play Writing: 327, 328, 329
Liberal Studies: 3 courses
Elective, English 120, Elective
THIRD YEAR
DIRECTING I: 374, 375, 376
DRAMATIC CRITICISM: 324, 325, 326
PLAYWRIGHT'S SEMINAR: 427, 428, 429
NEW PLAY WORKSHOP: 418, 419
LIBERAL STUDIES: 3 COURSES

FOURTH YEAR
ENGLISH: 328
ETHICS IN THEATRE: 400.
INTERNSHIP: 399
NEW PLAY WORKSHOP: 417, 418, 419
PLAYWRIGHT'S SEMINAR: 427, 428, 429
COMMUNICATION: 230, 330, 334
ELECTIVES: 4 COURSES

IX. DRAMATURGY/CRITICISM MAJOR
(Note: students in this program are encouraged to study a foreign language.)

FIRST YEAR
THEATRE CREW: 107, OR 108, OR 109
PERFORMANCE WORKSHOP: 291, 292, 923
STAGE MANAGEMENT: 367, 368, 369
LIBERAL STUDIES: 4 COURSES (INCLUDING ENG 120)
ELECTIVE

SECOND YEAR
HISTORY OF DRAMATIC LITERATURE: 204, 205, 206
PRINCIPLES OF DESIGN: 141, 142
DRAMATIC THEORY: 224, 225
LIBERAL STUDIES: 2 COURSES
ENGLISH: 208
English Literature: 3 courses (chosen from ENG 310, 320, 328, 330, 340, 350) must be completed before taking Dramaturgy in the third year.

THIRD YEAR
DIRECTING I: 374
DRAMATIC CRITICISM: 324, 325, 326
DRAMATURGY: 334, 335, 336
ENGLISH: 300
LIBERAL STUDIES: 3 COURSES
ELECTIVE
FOURTH YEAR
* Dramaturgy Production Practice: 471, 472, 473
Liberal Studies 1 course
Electives: 5 courses
* One term internship required; two are suggested; an elective may be substituted for the third term of production practice.

X. THEATRE MANAGEMENT MAJOR
FIRST YEAR
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, 142
Sociology: 260
Communications: 344, 351
Accounting: 233
Drama On Stage: 200
Management: 228, 300, 307, 345
Liberal Studies: 3 courses
Elective: 1 course

THIRD YEAR
Theatre Management Seminar: 301, 302, 303
Directing: 374
Theatre Management Production Practice: 272, 273
Elective: 1 course in Management
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.
XI. GENERAL THEATRE STUDIES MAJOR

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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<th>Term</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Autumn</td>
<td>Performance Workshop: 291</td>
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<td>Stage Management: 367</td>
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<td>Winter</td>
<td>Performance Workshop: 292</td>
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<td></td>
<td>Stage Management: 368</td>
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<td>Common Studies</td>
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<tr>
<td>Autumn</td>
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<td>Dramatic Criticism: 324</td>
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<td>Winter</td>
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<tr>
<td></td>
<td>Dramatic Criticism: 325</td>
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<td>Communication: 346</td>
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<td>Elective</td>
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<td></td>
<td>Liberal Studies: 7th course</td>
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**SECOND YEAR**

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<tr>
<th>Term</th>
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<td>Principles of Design: 141</td>
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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 an Autumn, Winter, Spring sequence.

100 World of the Theatre. (4 quarter hours.) 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.

107, 208, 209 Drawing I. (2 quarter hours.) Foundational drawing for design and technical students.

107, 108, 109 Theatre Crew. (2 quarter hours.) 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.

111, 112, 113 Acting I. (4 quarter hours.) 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 in-class performances of selected scenes from a variety of American contemporary plays with special focus given to the sensory requirements in the text.

121, 122, 123 Movement I. (4 credit hours.) 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.

131, 132, 133 Voice & Speech I. (4 quarter hours.) Students begin work in relaxation, alignment and breathing. The development of free voice flow, resonance and articulation are explored.

141, 142, 143 Principles of Design. (4 quarter hours.) 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.

151, 152, 153 Technical Drawing. (2 quarter hours.) Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles. *Prerequisite: an understanding of basic arithmetic and geometry.*

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. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through modern theatre.
211, 212, 213  *Acting II.* (3 quarter hours.) Scene study work is begun. Students explore the relationship of the actor to the role by examining intention, relationship, and environment while working on scenes from contemporary plays.

214, 215, 216  *Make-up.* (1 quarter hour.) 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.

221, 222, 223  *Movement II.* (2 credit hours.) 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.

224, 225  *Dramatic Theory.* (4 quarter hours.) 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.

231, 232, 233  *Voice & Speech II.* (2 quarter hours.) 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.

240, 240, 240  *Lighting Technology.* (2 quarter hours.) 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.

241, 242, 243  *Scene Design I.* (3 quarter hours.) 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.

244, 245, 246  *Costume Design I.* (3 quarter hours.) An introduction to costume. Students will explore the design process, costume silhouette and detail, and basic rendering techniques within the context of historical theatrical costumeing.

247, 248, 249  *Lighting Design I.* (3 quarter hours.) 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.

250, 250, 250  *Construction & Rigging Lab.* (2 quarter hours.) Practical experience in the use of stage hardware including the production of set pieces and props.

251, 252, 253  *Scenographic Drafting.* (2 quarter hours.) 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.

254, 255, 256  *Costume Technology I.* (2 quarter hours.) Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.
257, 258, 259 Construction & Rigging I. (3 quarter hours.) 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.

261, 262, 263 Introduction to Performance. (2 quarter hours.) 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.

271, 272, 273 Production Practice I. (3 or 4 quarter hours.) 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 Reskin Theatre. Projects vary from box office sales to audience support services and production publicity.

281 Stage Combat. (1 quarter hour.) Students learn the fundamentals of hand-to-hand combat and weaponry with a focus on developing skills safely and effectively for the stage.

284, 285, 286 Drawing II. (2 quarter hours.) Advanced drawing, including figure drawing, for design and technical students.

291, 292, 293 Performance Workshop. (4 quarter hours.) 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.

301, 302, 303 Theatre Management. (4 quarter hours.) Through theory and practice the student learns about styles of theatre administration. Topics range from the study of companies with a variety of management structures to strategies for board development, fund raising, marketing and promotion.

311, 312, 313 Acting III. (3 quarter hours.) 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.

314 Acting Lab. (1 quarter hour.) 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.

317, 318, 319 Technique. (1 quarter hour.) 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.

321, 322, 323 Movement III. (2 credit hours.) 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.
324, 325, 326 **Dramatic Criticism.** (4 quarter hours.) 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.

327, 328, 329 **Play Writing.** (4 quarter hours.) 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.

331, 332, 333 **Voice & Speech III.** (2 credit hours.) 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.

334, 335, 336 **Dramaturgy.** (4 quarter hours.) The course develops the skills necessary to begin work as a production dramaturg through a consideration of practical and theoretical issues. When possible, work is geared toward dramaturgical service to actual productions, both at The Theatre School and at theatres in the Chicago area.

341, 342, 343 **Scene Design II.** (3 quarter hours.) 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.

344, 345, 346 **Costume Design II.** (3 quarter hours.) 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.

347, 348, 349 **Lighting Design II.** (3 quarter hours.) The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light plots, lighting paperwork, the use of equipment and the exploration of realistic lighting styles.

354, 355, 356 **Costume Technology II.** (4 quarter hours.) 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.

357, 358, 359 **Construction & Rigging II.** (3 quarter hours.) See 257, 258, 259.

361, 362, 363 **Rehearsal & Performance I.** (6 quarter hours.) Advanced acting and directing. Students are continually involved in rehearsal and/or performance of plays in Showcase, Playworks, or Workshop productions. These students constitute the acting company for the school.

367, 368, 369 **Stage Management.** (2 to 4 quarter hours.) 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.
371, 372, 373 Production Practice II. (4 quarter hours.) For all design and technical students, assignments will be commensurate with ability and experience.

374, 375, 376 Directing. (4 quarter hours.) 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 preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.

381, 382, 383 Survey: Art, Architecture, Fashion & Furniture. (4 quarter hours.) The styles and aesthetics of 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 American theatre.

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, under controlled lighting, and from a clipping file of research which they compile.

387, 388, 389 Scene Painting. (2 quarter hours.) 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.

399, 399, 399 Independent Study.

411, 412, 413 Acting IV. (4 quarter hours.) 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 variety of performance projects.

414, 415, 416 Audition. (2 quarter hours.) Students experience handling the range of possible audition situations. 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 directors.

417, 418, 419 New Play Workshop. A specialized workshop which brings together actors, new playwrights, 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, 423 Movement IV. (2 credit hours.) 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.
424, 425, 426 **Seminar: Topics in History/Criticism.** (4 quarter hours.) 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 absurd.

427, 428, 429 **Playwrights' Seminar.** (4 quarter hours.) 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.

431, 432, 433 **Voice and Speech IV.** (2 quarter hours.) Continued development of skills designed to assist the student with a comfortable transition to the professional world. Study includes singing and participation in a voiceover workshop.

434, 435, 436 **Advanced Scene Study.** (3 credit hours.) 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.

441, 442, 443 **Scene Design III.** (3 quarter hours.) 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.

444, 445, 446 **Costume Technology III.** (4 quarter hours.) Each quarter of this course has a separate focus. Fall quarter examines various craft skills and materials used in costume construction: fiberglass, foam, leather work, thermo-plastics. Winter Quarter examines basic millinery techniques used in the theater. Students will learn how to make buckram, wire frame, and felt hats plus finishing techniques. Spring Quarter deals specifically with issues related to costume shop management. The work of the students will be based on case studies.

447, 448, 449 **Lighting Design III.** (3 quarter hours.) Complete lighting design projects in a variety of styles and methods of presentation including unit set, musicals, operas. Cuing, scenery and background design will also be covered.

454, 455, 456 **Costume Technology III.** (4 quarter hours.) Each quarter of this course has a separate focus. Fall quarter examines various craft skills and materials used in costume construction: fiberglass, foam, leather work, thermo-plastics. Winter quarter examines basic millinery techniques used in the theater. Students will learn how to make buckram, wire frame, and felt hats plus finishing techniques. Spring quarter deals specifically with issues related to costume shop management. The work of the students will be based on case studies.

457, 458, 459 **Production Management Seminar.** (3 quarter hours.) Explores through lectures and projects the role of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required.
461, 462, 463  Rehearsal & Performance II. (6 quarter hours.) See 361, 362, 363.
471, 472, 473  Production Practice III. (7 quarter hours.) See 371, 372, 373. For all design
and technical students assignments will be commensurate with ability and
experience.
484, 485, 486  Rendering II. (2 quarter hours.) An advanced continuation of 384, 385, 386.
491, 492, 493  Rendering I
641, 642, 643  Visual Concepts. (3 quarter hours.) An investigation, through research and
discussion, of the conceptual problems of physically mounting specific,
assigned scripts from the classic and modern theatre, covering a broad styl-
istic range. Students will submit proposals for designs and justify their ideas
through literary and pictorial research. The directorial and collaborative
problems of arriving at a production concept, up to, but not including fully-
realized design documentation, is emphasized through a series of projects.
ADMINISTRATION

DAVID O. JUSTICE, M.A.
Dean

MINNAM BEN-YOSEPH, PH.D.
Associate Dean

DONNA YOUNGER, ED.D.
Director, Undergraduate Program

RUSSELL R. ROGERS, PH.D.
Director, Graduate Program

MICHAEL SKELEY, PH.D.
Associate Director, Undergraduate Program

MARY JANE DIX, M.P.S.
Assistant Dean for Administration

ANTONETTE GAINES, M.M.
Director, Suburban Campuses

DOUGLAS MURPHY, M.A.
Assistant Dean for Admissions and Publications

TONY CADENA
Assistant to the Dean for Budget and Planning

MARSHA RYAN
Coordinator for Systems and Special Projects

AILEEN K. SPENCER
Executive Assistant

MIRIAM UBERITIS
Director, Institute for Leadership of Religious Organizations

ACADEMIC ADVISORS

ANGHESOM AATSBAHA, M.A.
ANGELINE CANELLA, B.A.
RHODA FELDMAN, M.A.
DIANE FRIESE, B.A.
JOHN HEMMERLING, B.A.

CYNTHIA HOWARD, M.A.
PAMELA MEYER, M.A.

TRUCHY SCHRAML, B.A.

KEVIN SKORUPA, M.ED.
Peggy St. JOHN, M.A.

FACULTY

ADMISSION

DEGREE PROCESS STEPS

COMPETENCE AREAS

COURSES
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 at 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, Oak Brook, and South campuses. For specific dates and times contact:

**LOOP CAMPUS**
Seventh Floor, Administration Center
243 S. Wabash Ave.
Chicago, Illinois 60604
312/362-8001

**O'HARE CAMPUS**
3166 River Road (Second Floor)
Des Plaines, Illinois 60018
708/296-5348
312/362-7600

**OAK BROOK CAMPUS**
Two Westbrook Corporate Center (Suite 200)
Westchester, Illinois 60154
708/562-2020
312/362-7400

**SOUTH CAMPUS**
16333 S. Kilbourn Ave.
Oak Forest, Illinois 60452
708/633-9091
FACULTY

BARBARA MIREL, Ph.D.,
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University of Michigan

SUSAN C. REED, Ph.D.,
Assistant Professor
Northwestern University

RUSSELL R. ROGERS, Ph.D.,
Associate Professor and Director,
Graduate Program
Michigan State University

JOHN RURY, Ph.D.,
Professor
University of Wisconsin

PAT RYAN, M.A., M.Ed.,
Senior Academic Advisor
Illinois Institute of Technology

WARREN SCHEIDEMAN, M.A.,
Senior Academic Advisor
DePaul University

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The Fielding Institute

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Assistant Professor
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R. ELENA TABACHNICK, Ph.D.,
Assistant Professor
The University of Michigan

DENISE E. TOLIVER, Ph.D.,
Assistant Professor
Duke University

DONNA YOUNG, Ed.D.,
Assistant Professor and Director,
Undergraduate Program
Memphis State University

MARIA ALCAYA, Ph.D.,
Assistant Professor
Northwestern University

ENRIQUE A. ARAUZ, Ph.D.,
Assistant Professor
Northwestern University

MIRIAM BEN-YOSEPH, Ph.D.,
Assistant Professor and Associate Dean
Northwestern University

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University of Chicago

KEVIN DOWNING, Ph.D.,
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Senior Fellow
University of Minnesota

BEVERLY FIRESTONE, M.A.,
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DEBORAH HOLTZ, Ph.D.,
Assistant Professor
Univ. of Wisconsin-Madison

DAVID C. JUSTICE, M.A.,
Associate Professor and Dean
Indiana University

JEAN KNOLL, Ph.D.,
Senior Fellow
University of Chicago

CATHERINE MARIENAU, Ph.D.,
Associate Professor
University of Minnesota

SUSAN McGUIE, Ph.D.,
Instructor
University of Reading, U.K.
ADMISSION

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, 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 an 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.

COLLEGE WRITING

This course focuses on writing skills associated with effective performance in a variety of settings. In a workshop format, students review and practice good writing essentials by building on strengths and improving areas of difficulty.

COLLEGE REASONING

This course introduces students to the concepts of critical thinking, careful listening, effective speaking and sound reasoning and provides an opportunity to practice these skills within an active and experiential context.

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 SNI 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. SNI courses are specifically designed to teach competences. For most students, they are an efficient way to achieve competence within the SNI program.

WORLD OF WORK (WW)
This domain encompasses the knowledge, abilities and values associated with career, vocational 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)
This 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 400 courses are offered through SNL each year. Most may be taken for either one or two competences (two or four credit hours). For a listing of current courses, consult the SNL class schedules and registration instructions which are available at the campuses or by calling (312) 362-8001.

WORLD OF WORK

Contemporary Labor Relations. An examination of some of the major issues confronting workers, employers and society as a whole. Issues will include: drug testing in the workplace; surveillance on the job; glass ceilings; part-time/contingent workers; minimum wage; labor-management cooperation; striker replacement; and, labor-law reform. Students will select a labor-relations topic for an in-depth class presentation that will be the focal point of a class discussion.

Management for Creativity and Innovation. Innovation and creativity enhance the processes of problem-solving and opportunity development. This course is a survey, review and analysis of the various creative/innovative problem-solving techniques and approaches which could be used in a variety of settings: corporate, small business, daily endeavors, etc. Principles will be developed to support imaginative solutions for managing problems and opportunities. Students will focus on individually defined topics and situations and apply a range of techniques for responsive idea generation. Small group dynamics sessions will provide experience in collective problem-solving. Simulations and readings will support the development of individual skills.

Managing Diversity. Today we live and work with people of diverse characteristics. The interplay among values, culture and experience provides a dynamic backdrop to the management of relationships in the workplace. In this course, students utilize simulations, discussions, inventories and readings to explore perceptions of diversity, leadership styles and organizational structures; developing plans for growth as managers. They also practice various strategies for improved communications, conflict resolution, and the analysis of diversity in the workplace.
**Marketing Mindset.** The purpose of every organization is to create and keep customers. How customers are created and kept is the function of marketing. How marketing functions within an organization is the focus of this course. It is designed to give students an understanding of the marketing process that covers everything from advertising through warranties. Through simulation exercises, students will learn about the strategies available for marketing products and how a given strategy affects decisions. Students will also explore how advertisements have become a part of our popular arts, transmitting culture and values while creating cultural stereotypes and influencing our language.

**Organizational Development and Change.** The magnitude and rate of changes and development we see and experience in the marketplace are racing at a dizzying pace. Product and service development, technology, manufacturing processes, the information/automation revolution, the imperative of being globally competitive in costs and product quality are sobering demands on today's businesses. To survive and be successful demands that organizations change, grow, and develop. The course focuses on understanding management and organization theories and principles, learning about organization development, how to use and apply OD concepts, and how to manage organizational change proactively.

**HUMAN COMMUNITY**

**Africa: A Changing Continent.** This course deals with Africa's transition through the process of transformation, concentrating on the dynamics of democratization of political systems, restructuring policies, economic reconstruction, repatriation and rehabilitation of refugees, and demobilization of armed forces. Discussions will also include the role of international institutions in Africa's economic recovery. Students participate in group projects around current socio-economic problems and political issues in sub-Saharan Africa while also individually engaged in research and a country survey. African guest speakers and interviews, documentary films, and selected readings will be provided.

**Changing Relations in U.S. Communities: New Immigrants and Established Residents.** During the past decade, the U.S. has experienced a large influx of a variety of immigrant groups. This course examines the relations of established residents and new immigrants, looking at how new immigrants are incorporated into political, economic, and educational institutions, as well as their impact and interaction with established communities. This course draws heavily on students' observations and on the scholarly literature, along with videos, short stories, and field trips as sources for understanding the experiences of various immigrant groups and their relations with other ethnic groups.

**Chicago: The Emergence of a Metropolis.** Chicago has grown from a small settlement at the junction of the north and south branches of the Chicago River to a thriving metropolis whose geography, diverse population, politics, financial and cultural evolution have all contributed to her status as a world-class city. This course will look at the emergence of the city and provide an overview of the human and physical resources that contributed to the rapid growth of the jewel on Lake Michigan. Students will have opportunity to not only review the past, but explore the city's future by investigating proposed new projects and contemporary issues affecting the city including riverboat gambling, the circulating system, the redesign of State Street and a proposed building taller than the Sears Tower.
**International Relations.** In this course, student will examine how the cultural attributes shared by a society’s members affect international affairs. These attributes include ways of thinking and reasoning, styles of behavior and communication, and fundamental assumptions and values. The course examines American cultural patterns, cultural influences on human thought processes, and the cultural dimension of international negotiation through a comparison of Asian, European, Central American, and U.S. methods of reaching agreements.

**Motherwork.** In Western industrialized nations, most official interpretations of mothering depend on the norms of a white, middle class, nuclear family. By looking at mothering as a form of necessary, life-sustaining work, oppositions such as career and family, production and reproduction (and many others) are called into question. An analysis of the problem of poverty, especially for women and children, will contribute to an expanded definition of productive labor, with important economic and ethical implications. It will also make it necessary to look at the underlying gender division of labor and at race and ethnicity. This will help to better understand current crises and problems, but also unique strengths and abilities.

**Arts of Living**

**Reading and Interpreting Shakespeare.** William Shakespeare is one of the great names in literature, a major dramatic experience in life. This course makes Shakespearean drama accessible, open to direct audience reading and appreciation. Class participation in imaginative critical interpretation is stressed so that the reader and potential playgoer without previous experience, can both be comfortable with the Bard. Emphasis is on literary immediacy, class reading, and interpretation rather than on research. Representative plays will be chosen for study. Video taping will be used as we read Shakespeare aloud.

**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.

**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.
**Opera as Cultural Experience.** This course deals with such major operas as Mozart's The Abduction from the Harem and Verdi's Aida which show the confrontation between Eastern and Western cultures. Designed for students who may have no opera experience, this course explores the fundamentals of opera as well as the cultural-historical contexts in which the composers worked. Students will learn how to appreciate opera's dramatic and emotional qualities. This course will analyze major operas as well as discuss the historical-cultural origins of the librettos. A major portion of the course deals with the history of the relationships between Eastern and Western cultures that are emphasized in the operas considered.

**Twentieth Century African-American Women Writers.** The breadth and diversity of African-American women's writing in the 20th century makes this literature especially challenging and exciting. In this class, we will read and discuss works of fiction and poetry by writers such as Zora Neale Hurston, Nella Larsen, Anne Petry, Gwendolyn Brooks, Lucille Clifton, Toni Morrison, Maya Angelou, Paule Marshall, Sonya Sanchez, Nikki Giovanni, Toni Cade Bambara, Gloria Naylor and others. Through discussions, presentations, films, recordings and close reading, we will look at how these works break through historically imposed silences, stereotypes and stigmas, celebrating alternative ways of seeing and being.

**THE PHYSICAL WORLD**

**Chemicals in the Environment.** This course explores the role of man-made chemicals in the environment by providing a basic understanding of chemistry and an opportunity to evaluate current environmental issues in the community and in the media. Major emphasis will be on the benefits, costs, risks and hazards associated with common man-made chemicals. Demonstrations, readings and reports will stimulate the discussion.

**Rise of the Mammals.** The modern world is dominated by mammals. Mammals have evolved, adapted and currently thrive in habitats as diverse as the oceans, lakes, rivers, tropical and temperate forests, mountain regions, caves, deserts, grasslands, the Arctic tundra and polar regions. How did mammals become so diverse on the planet? Why did they remain small and relatively insignificant for the first two-thirds of their extraordinary 200 million year history on earth? Where and when did modern mammal groups originate? In this course, we will explore the extensive fossil record of mammals in order to gain insights to these and other questions concerning the history of this critically important animal group. Through discussions, readings, lectures, labs, examination of fossil specimens, original inquiry, analysis of museum exhibits, and application of scientific reasoning, students will be introduced to the fossil record of mammals and its critical role in establishing patterns of mammalian evolution and historical biogeography.
Pharmacology: The Rational Use of Drugs. Almost everyone takes medication occasionally, even regularly. How much we understand about the drug and how it functions, how it promotes our health and why it might not work the way we anticipate is critical for the rational use of drugs. The more we understand our biology, the more we understand the potential to control our states of health via drugs. Students will learn the reasons for and effects of administering drugs by different routes, rationales for special label directions, concepts of synergy and antagonism and other pharmacological tenets. Through the study of basic pharmacology, students will examine the interaction of environmental factors in health and the implications for approaches to health maintenance.

Physics: Its Interaction in Modern Life. This course traces the evolution of scientific thought to learn how and why physicists like Copernicus, Galileo, Newton, and Einstein were able to go "where no man has ever gone before." Understanding the basic laws of physics is a necessary ingredient in modern life, not just to possess scientific knowledge but to make intelligent political and economic decisions. Students will explore the development of physics from Egypt and Greece to black holes and quarks through discussions, demonstrations and lectures.

Statistics for Use. Prerequisite: Some facility with algebra as evidenced by Practical Math and Applied Algebra or its equivalent. This course is designed for students who for career-related activity or further academic (graduate) studies, need those quantitative and numerical skills beyond Practical Math. Topics to be covered include the central tendency and risk associated with financial data, identifying the trend and making predictions for economic and scientific data, measuring the likelihood of an occurrence in a game of chance, or even estimating a political candidate's chances based on polls. Examples will be used to introduce and reinforce theory. The student will build confidence and learn to solve practical problems by using statistics.

FACULTY DESIGNED INDEPENDENT STUDIES

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.

Nature/Nurture: From Gene to Phenotype. One of the themes of contemporary biological and behavioral investigations has been the attempt to answer the question, "Is it nature or nurture which guides our destiny?" Following an introduction to the basic mechanisms of heredity, students select a topic of interest from the realm of health or behavioral sciences and pursue an independent research project. The focus of this study will be the development of both an appreciation and basic understanding of biological and environmental considerations in describing factors which shape our existence.
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.

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.
THE UNIVERSITY

DePaul students may pursue undergraduate degree programs on six campuses: Lincoln Park, the Loop, O'Hare, Oak Brook, South or West. 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 1 East Jackson Boulevard, between State, Jackson and Wabash. On this campus the College of Commerce, the College of Liberal Arts and Sciences, the School of Computer Science, Telecommunications and Information Systems, 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 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 South Campus is located at South Suburban Community College's University and College Center, 16333 South Kilbourn Avenue, Oak Forest, Illinois (at I-57 and 167th street). The West Campus is located at 1804 Centre Point Drive, Suite 104, Naperville, Illinois (at I-88 and Naperville Road). The School of Computer Science, Telecommunications and Information Systems, the Kellogg Graduate School of Business, the College of Liberal Arts and Sciences, the School of Education, and the School for New Learning offer courses at a number of these sites.

THE UNIVERSITY LIBRARIES

The DePaul Libraries provide resources and services to students, faculty, and staff through seven different units: The Lincoln Park Library, the Loop Campus Library, the Law Library, the Oak Brook Library, the O'Hare Campus Library, the South Campus Library, and the West Campus Library. The delivery of information and materials is increasingly linked to computer technologies. Access to materials from all the DePaul Libraries is provided through ILLINET Online, the Libraries' online catalog and circulation system. From the same terminals, students and faculty can search and check out books from 45 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 600 libraries around the state. Furthermore, materials from libraries across the United States can be located and obtained through other computer networks. Electronic networks 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) databases at all campuses.

The combined collection of the DePaul University Libraries includes almost 700,000 volumes, over 300,000 microform volumes, over 9,000 current serial subscriptions, and a varied microcomputer software and audiovisual collection. Information, brochures, and bibliographies are available at all seven locations.
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 selective collection of federal documents.

The Oak Brook, O'Hare, South and West 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 complete access to all the library's networked information resources, including ILLINET Online and CD-ROM databases. Books and other journal articles needed by students and faculty are delivered by a daily intra-university shuttle service.

**ACADEMIC COMPUTING FACILITIES**

Information Services (IS) provides facilities and resources to support instruction and research at DePaul University. DePaul's campus-wide network connects the Microcenters, computer classrooms and faculty offices on its six campuses to computing resources. These resources consist of three Sun SparcServers (Unix) and approximately 20 Novell Network servers. The Microcenters offer Windows and Macintosh workstations, high-speed line printing and laser printing. They also offer access to the Internet through a variety of client applications. The computer classrooms have a computer for each student, and accommodate classes of 27 to 36 students. There are approximately 600 workstations in the Microcenters and computer classrooms throughout DePaul. Dial-in access is also available, including v.34 SLIP-based modem pools for students with DePaul Online accounts.

Students, faculty and staff have access to a variety of applications in the Microcenters, and these are used extensively throughout the DePaul curriculum. IS also offers seminars and workshops on various topics. Brochures listing the workshops and hours of operation are available at all of the sites listed.
THE CAREER DEVELOPMENT CENTER

The Career Development Center encourages students to begin using its services as soon as they are enrolled at DePaul. The Center assists students both in identifying their career goals and in preparing for professional employment. The Center receives and actively solicits many high quality job leads from employers interested in hiring DePaul students and alumni. In addition, it provides a variety of opportunities to participate in career development seminars, job fairs, networking programs, mock interviews and on-campus recruiting.

CAREER DEVELOPMENT SEMINARS

To help students launch a successful job search campaign, the Center offers day and evening seminars on resume development, interviewing skills and job search strategies. Students in the early stages of defining their interests should also participate in the self-assessment and educational and career planning services offered by the Student Development Center.
CAREER CENTER DATABASE

The Career Development Center can facilitate students' job searches by matching their skills and career preferences with available opportunities. After registering in the Center, students' qualifications can be entered in a database for consideration by employers recruiting at DePaul. Students will then be contacted as suitable positions are identified. Their resumes will also be sent to prospective employers on request.

SIGI PLUS

Developed by the Educational Testing Service, SIGI PLUS is a computer-based career guidance system that helps students match their interests and preferences with educational and career choices. SIGI PLUS is available in the Career Information Centers and computer labs on a walk-in basis and provides a good preparation for other career-advising services.

CAREER INFORMATION CENTERS

These centers, located in the Lincoln Park and Loop campus libraries, provide a wide range of resources to help students with their career planning. The centers stock annual reports, company brochures, career development books, and video tapes, as well as information about graduate and professional schools.

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 principal 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 office of the Associate Vice President is located in the Stuart Center, Room 307.

STUDENT LIFE DEPARTMENT

The Student Life Department is composed of the Programs and Organizations Office, the New Student Programs Office, and the Adult Student Programs Office, 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 the student's overall academic experience of the University. Over 100 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, (312) 325-7360, and at the Loop Campus, (312) 362-5015.

Further information on student organizations and activities can be found in the current 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 Campus. The residence halls are staffed with directors and resident advisors to assist residents.

Muntz Hall is a modern residence hall with double rooms, accommodating over 300 residents. Each floor has a study room, laundry and kitchenette facilities. 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, and televisions, 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 221 students in large triple-occupancy rooms with community bathrooms. Available facilities are the same as those in University Hall.

Sanctuary Hall and Townhouses contain apartments for sophomores, juniors and seniors which range in occupancy from three to seven 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 sophomores, juniors and seniors.

Sheffield Hall is an honors hall designed for students with 3.2 G.P.A.s who are interested in an independent environment with the convenience of residence hall living. Sheffield consists of 2-4 person occupancy, fully furnished apartments. Laundry facilities are located in the basement.

Sheffield Square provides independent, apartment-style living for students who are interested in living on campus all year. Two to four person units are available for sophomores, juniors or seniors.

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, 2311 North Clifton Ave., Chicago, IL 60614, (312) 325-7196.
ACCREDITATION

DEPAUL UNIVERSITY IS ACCREDITED BY
The American Assembly of Collegiate Schools of Business
The American Chemical Society
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 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
The National Council on Rehabilitation Education
HONOR SOCIETIES

Alpha Lambda Delta
Beta Alpha Psi
Beta Gamma Sigma
Delta Mu Delta
Delta Sigma Pi
Golden Key National Honor Society
Omicron Delta Epsilon
Order of the Coif
Phi Alpha Delta
Phi Alpha Theta
Phi Delta Kappa

PHI KAPPA DELTA
PHI KAPPA PSI
PHI KAPPA LAMBDA
PHI SIGMA ALPHA
PSI CHI
SIGMA DELTA PI
SIGMA PI SIGMA
SIGMA THETA TAU
SIGMA XI
THETA ALPHA KAPPA

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Controller of the University

ADMISSION

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 nondiscriminatory admission policy; it makes no distinctions on the basis of age, race, religion, gender, sexual orientation, creed, color, handicap or national origin.
FRESHMAN ADMISSION

Adults 24 years of age or older should contact the Office of Adult Admission for an adult application. Records and test scores from high school are not required of adults 24 or older. For more information, please refer to page 397 about adult admission policies.

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 units 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, and 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).

APPLICATION PROCEDURES

1. Complete and return the application for admission and the $25 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.
5. Applicants to the School of Music must complete an audition before an admission decision can be made.
6. Applicants to the Theatre School must complete an audition or portfolio review and submit three letters of recommendation before an admission decision can be made.

In some instances additional letters of recommendation and a personal interview may be required of an applicant.

EARLY ACTION PROGRAM

High school seniors who wish to be considered for the Early Action Program must apply to DePaul prior to November 15th. 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 must also complete auditions or interviews before an Early Action decision can be made. The Theatre School does not offer an Early Action Program.
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 Admission.

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 Admission.

TRANSFER ADMISSION

Adults 24 years of age or older should contact the Office of Adult Admission for an adult application. Records and test scores from high school are not required of adults 24 or older. For more information, please refer to page 397 about adult admission policies.

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 (page 399) and be qualified to meet freshman admission standards.

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. Transfer applicants to the College of Commerce should have an overall 2.5 GPA. Transfers to the Department of Nursing must be registered nurses and should have an overall 2.8 GPA.

In computing GPA, only courses comparable to those offered at DePaul are included. Repeated courses are considered only once, and the most recent grade is used in computing. After one term an incomplete grade is computed as a failure.

APPLICATION PROCEDURES

1. Complete and return the application for admission and the $25.00 fee.
2. Submit official transcripts from all colleges attended. If less than 30 semester or 44 quarter hours have been completed, official high school transcripts and scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) are required.
3. Official transcripts received from previously attended colleges and universities become the property of DePaul University and are not returnable to the student.

EVALUATION OF CREDIT

Admission counselors will prepare an evaluation of transfer credit as a service to inquiring transfer students. Interested students should call the Office of Admission at (312) 362-8300 to arrange an appointment. Adults 24 years of age or older should call the Office of Adult Admission at (312) 362-6709.

Generally all academic credit earned at accredited colleges is accepted in areas comparable to those offered at DePaul. Courses are accepted with grades of "C" or better in the major area and "D" or better in all other areas.
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 multiplying the semester hours by 1.5. 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 Admission 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.

**ADULT STUDENTS**

Students who are at least 24 years of age and students who hold a bachelor's degree may apply for degree or non-degree admission through the Office of Adult Admission. Adult students should contact the Office of Adult Admission at (312) 362-6700 for counseling and information.

- **Students in the following categories should complete the Adult Application:**
  - Undergraduate degree or non-degree seeking applicants who are 24 or older
  - Students attending another college—Students-at-Large.
  - Students holding a bachelor's degree taking undergraduate courses.
  - Students applying to a Certificate Program.
  - Adults 24 or older should apply in one of the following categories:

**BACCALAUREATE ADMISSION**

Baccalaureate admission requires that the student was in good standing at the last college attended and must have at least 12 semester hours (18 quarter hours) of transferable credit. Admission decision will be based on evaluation of all transferable courses. Submit official transcripts from all previous colleges and a $25.00 application fee.

**SPECIAL STUDENT ADMISSION**

Special Student status offers adults 24 or over permission to enter DePaul for a maximum of four courses with no more than two courses per quarter. Students must be in good standing at the last school attended or have been out of school for at least two years. Admission decisions will be based on an assessment of the applicant's readiness to succeed at DePaul.

Special Students who successfully complete 16 quarter hours of work at DePaul are eligible for either baccalaureate admission or continued registration as non-degree students. Special Students with degree intent may be required to submit transcripts of prior college work before admission and will be required to submit official transcripts prior to subsequent registrations. All Special Students must submit a $25.00 application fee.

**STUDENTS ATTENDING ANOTHER COLLEGE—STUDENTS-AT-LARGE**

A student enrolled in a college other than DePaul who intends to transfer earned DePaul credit to that other college should complete the adult application as a Special Student.

The minimum admission requirement for the student-at-large is evidence of good standing at current institution which must be listed on the application.
Students-at-Large who decide to transfer to DePaul to earn a degree will be required to submit transcripts of all prior college work before an admission decision is made. All students must submit a $25.00 application fee.

**STUDENTS HOLDING A BACCALAUREATE DEGREE TAKING UNDERGRADUATE COURSES**

Students should apply as Special Students but are not limited to two courses per quarter. Please list degree granting institution. All students must submit a $25.00 application fee.

**STUDENTS APPLYING TO A CERTIFICATE PROGRAM**

Students should apply as Special Students but are not limited to two courses per quarter.

Teacher Certification Applicants should contact the School of Education at (312) 362-8100.

Students interested in DePaul’s Institute for Professional Development (certificate programs in Computer Science) should contact the Office of the Institute at (312) 362-6282 for application and further information.

**INTERNATIONAL STUDENT ADMISSION**

Freshman and transfer applicants educated outside the United States must obtain the Application for International Student Admission by writing to the Director of Undergraduate Admission. 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 two months prior to the entry term desired.

**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 page 396).
2. College Board Advanced Placement Exams (AP) and/or College Level Examination Program (CLEP). Refer to the Credit-By-Examination section of this bulletin (page 419) for further information.
3. College Course Work in High School. Students successfully completing college-level coursework 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.

**SECOND BACHELOR’S DEGREES**

DePaul does not normally encourage coursework toward a second bachelor’s 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 bachelor’s degree should find out more about alternatives at the undergraduate or graduate levels by contacting the Office of Admission.
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. 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.
3. Academic dismissal from DePaul. (Refer to Dismissal, page 420) 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. Applications are available in the Admission or Registrar's Office.

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 Admission. The following general conditions must be met:

1. The student must be currently attending at DePaul or be absent from DePaul for no more than two consecutive quarters, excluding summer sessions, 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.

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 Admission Office at (312) 362-8889 to arrange an interview or a tour of the facilities of the College of Commerce, the School of Computer Science, Telecommunications and Information Systems and the Loop Campus. Call the Lincoln Park Admission Office at (312) 325-7560 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 call toll-free 1-800-4DePaul.

Adult students desiring admission counseling or tours of the Loop, Oak Brook, O'Hare or South Campuses should contact the Adult Admission office at (312) 362-6709.
NEW STUDENT ASSESSMENT

The Student Development Center provides placement testing, academic skill workshops, educational planning services and counseling to assist students in defining and carrying out their educational plans.

SKILLS ASSESSMENT

TESTING

DePaul expects all students to be competent in reading, writing, and mathematics. To this end the DePaul Student Development 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 indicates a weakness in computational skills and/or basic algebra skills must pass a retest or developmental course(s) (WRC) before enrolling in Natural Science and Mathematics (NSM) courses or other courses requiring mathematical skills. The Student Development Center administers mathematics retests continuously throughout the year. Students may prepare for the retest by attending mathematics workshops sponsored by the Student Development Center and/or seeking tutorial assistance from the Mathematics department. The decision whether to retest or enroll in the developmental course(s) is made 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.

EDUCATIONAL AND CAREER PLANNING SERVICES

Besides coordinating the skills assessment program, the Student Development Center also offers a variety of services to assist students in their educational and career planning, including seminars and individual counseling. Students who are undecided about their choice of major, or who find that their interests are changing are encouraged to complete the Strong Interest Inventory. Students should contact the Center at (312) 325-7560 for more information about its programs and services.
COURSES

WRC courses are intended to build a student's skills in college-level reading, writing, or mathematics. A maximum of between four and 12 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 AND READING

WRC 101  Basic Writing I. An introduction to academic writing, extensive practice in gathering and organizing ideas, attention to correctness in mechanics, grammar and usage. Students placed in 101 are required to enroll subsequently in 102.

WRC 102  Basic Writing II. Continuation of 101, with emphasis on practice in the forms of written exposition. Students with demonstrated proficiency may be permitted to enroll in 102 without taking 101. Some sections of 102 are designated for students for whom English is a second language (ESL).

WRC 107  Beginning College Reading I. Emphasis on vocabulary development, inferential and literal comprehension techniques, and study skills necessary for successful work in college. Students placed in 107 are required to enroll subsequently in 108.

WRC 108  Beginning College Reading II. Continuation of 107, with emphasis on development of vocabulary and comprehension skills through reading of a variety of texts. Students with demonstrated proficiency may be permitted to enroll in 108 without taking 107. Some sections of 108 are designated for students for whom English is a second language (ESL).

SUPPLEMENTAL INSTRUCTION

WRC 109  Supplemental Instruction I. (2 credits.) 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 106. Class time will be geared towards developing/ improving 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.
WRC 113 **Supplemental Instruction II.** (2 credits) 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 103. 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.

**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 Student Development Center.

Students who have earned a grade of 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.

**PROJECT ACADEMICS**

Project Academics is DePaul University's professional and former collegiate athlete degree completion and community outreach program. The Project serves as the Midwest regional office for the 106 member institutions of the National Consortium for Academics and Sports (NCAS).

Project Academics coordinates the continuing education programs for the National Football League, the National Hockey League, the Continental Basketball Association, and the Canadian Football League. In addition, Project Academics assists any former student-athlete whose eligibility expired prior to completion of a degree.

All players who return to school in this manner are asked to participate in a community outreach effort aimed at middle and high school students. Last year, this effort reached over 6,000 Chicago area students who participated in the program's outreach efforts. Each year, Project Academics sponsors National Student Athlete Day, a day set aside to recognize the outstanding contributions of students who successfully balance academics and athletics. For more information contact Tom Kowalski, director, at (312) 362-8897.
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.

UNDERGRADUATE TUITION FOR THE 1996-1997 ACADEMIC YEAR

COLLEGE OF COMMERCE, SCHOOL OF COMPUTER SCIENCE, TELECOMMUNICATIONS AND
INFORMATION SYSTEMS, SCHOOL OF EDUCATION, AND LIBERAL ARTS AND SCIENCES

- Per hour (1-11 credit hours) .............................................. $626.00
- Per hour (continuing students, 12-18 credit hours) .............. $266.00
- Package price, annual (new students, 12-18 credit hours) ...... $12,750.00

SCHOOL OF MUSIC
- Per hour (1-11 credit hours) .............................................. $292.00
- Package price, annual (new students, 12-18 credit hours) ...... $14,000.00
- Applied Music-per hour .................................................. $391.00

THE THEATRE SCHOOL
- Per hour (1-11 credit hours) .............................................. $374.00
- Package price, annual (12 + credit hours) ......................... $15,000.00

SCHOOL FOR NEW LEARNING
- Discovery Workshop, per course ...................................... $295.00
- All Other, 1 + hours, per hour .......................................... $263.00

Students enrolled in internship programs should consult the director of the specific departmental program for more detailed information regarding tuition.

ROOM AND BOARD FOR THE 1996-1997 ACADEMIC YEAR

Cortez Hall (Room and Board)*
- Double-occupancy ....................................................... $5,088.00
- Single-occupancy .......................................................... $6,180.00
- Double-occupancy ....................................................... $6,522.00

Sanctuary Hall (Room and Board)
- Multiple-occupancy ..................................................... $5,334.00
- Triple-occupancy .......................................................... $5,574.00

Seton Hall (Room and Board)
- Triple-occupancy .......................................................... $5,574.00

University Hall (Room and Board)*
- Double-occupancy, semi-private bath ................................. $5,922.00

Belden (Room Only)
- Multiple-occupancy ..................................................... $6,684.00
- Quadruple-occupancy ................................................... $6,848.00

Courtside (Room Only)
- Multiple-occupancy ..................................................... $6,684.00
- Quadruple-occupancy ................................................... $6,848.00

McCabe Hall (Room Only)
- One Bedroom Apartment, double-occupancy (per person) .... $4,590.00
- Two Bedroom Apartment, triple-occupancy (per person) .... $4,590.00

Sheffield Hall (Room Only)
- Small, double-occupancy (per person) ............................ $3,984.00
- Large, double-occupancy (per person) ............................ $4,410.00
- Triple-occupancy (per person) ....................................... $4,206.00
- Quadruple-occupancy (per person) ................................. $3,984.00

Sheffield Square (Room Only)
- Multiple-occupancy ..................................................... $6,748.00
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 and Sanctuary Halls are for undergraduate sophomores, juniors and seniors. Sheffield is an Honors Hall for sophomores, juniors, and seniors with a required 3.20 G.P.A. Priority is given to juniors and seniors for Sheffield Square. An annual health service charge of approximately $126 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: $25.00
- Registration Fee (each registration): $10.00
- Delinquency Fee: $100.00
  - 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: $25.00
- Service Fee, each returned check: $25.00
- Fee for each transcript of credit: $5.00

**COMPUTER FEES**
Students enrolling in courses that require computer resources may be assessed one or more computing fees. Revenues from these fees support the maintenance and upgrade of academic computing systems and facilities. Courses requiring these fees are noted in the class schedule. For some courses, instructors may require computer fees that are not shown in the schedule. These fees will be billed to the student's tuition account, as appropriate.

**Student Internet Fee.** DePaul students can purchase Internet access accounts for a non-refundable charge of $25.00 per term or $90.00 per year. Only active DePaul students are eligible to participate in this service. Faculty may require students to have Internet access for their courses. Students can sign up for Internet access through Academic Technology Development, 126 Richardson Library and 1300 Lewis Center. The Internet fee will be billed directly to the student's tuition account.

**Student Computing Fee.** Student enrolled in courses requiring student accounts on the UNIX or IBM system will be assessed by a $25.00 fee per course.

**PC Classroom Fee.** Students enrolled in courses that meet for five or more sessions in one of the PC classrooms will be assessed a $25.00 fee per course.

**TUITION PAYMENT POLICY**
All tuition and fees are due DePaul University at the time of registration. All charges must be paid in-full by the payment date. The payment dates for each term of the 95-96 academic year are:

- Friday, September 6, 1996—Fall Quarter
- Friday, December 13, 1996—Winter Quarter
- Friday, March 21, 1997—Spring Quarter
- Friday, June 13, 1997—Summer I
- Friday, July 18, 1997—Summer II

Tuition charges for any course registrations after the payment date must be paid in-full at the time of registration.
Payment must be received in the Cashier's Office or one of its depositories by the payment dates as indicated. Students may pay by check, money order, or credit card (Visa, MasterCard, or Discover). Payments may be made to the Cashier's Office by mail or in person, or if paying by credit card, by phone (312) 362-6744. (Please note: If paying by mail, the University does not accept responsibility for delays in the U.S. Postal Service.)

Students whose accounts show a balance due after the date payment is required will be assessed a $100 delinquency fee and prohibited from future registration and receiving transcripts. Any requests appealing assessment of delinquency fees must be submitted in writing to the Student Financial Services.

BILLING

Bills will be printed and mailed when a registration is recorded. Payment must be made by the published payment date to avoid delinquency fee assessment regardless of whether or not a bill is received. If a bill is not received students may contact the office at (312) 362-8379 for information relative to charges due. Revised bills will be issued for enrollment changes made after the initial registration.

For registrations and enrollment changes made after the payment date for a term, payment is due immediately. Although bills will be issued, to make timely payment students may contact the above referenced office for information regarding tuition charges.

If a student loses or misplaces the bill and needs a copy of the tuition account for records or for employer reimbursement, a printed copy of the account may be obtained from the Student Financial Services.

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 of applying 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 remaining on the account will be processed as a refund.

Loan checks, such as the Perkins and FFELP 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. 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 $25.00 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.

**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 with required laboratory except courses 155 and 156 15.00
  - Each Course ........................................................................... 15.00
  - Courses 155 and 156—each course ........................................ 22.50

**THE THEATRE SCHOOL**
- Locker, per quarter ................................................................. 2.00
- Scripts and materials, per quarter ............................................ 2.00
  *Subject to change without notice.

**NOTE:** Fees are not refundable. Certain fees other than those listed above are shown with the course listing.
FINANCIAL AID

Undergraduate students at DePaul University received almost 50 million dollars in financial aid, from all sources, during the 1995-96 academic year in the form of scholarships, grants, student loans, and employment. This assistance is provided through 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, 9th Floor, DePaul Center, Loop Campus, or Room 112, Schmitt Academic Center, Lincoln Park Campus. Telephone inquiries can be made by calling (312) 362-8091.

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 Free Application for Federal Student Aid (FAFSA). The FAFSA will also serve as applications for the Illinois State Monetary Award, the Federal Pell Grant, and the Federal Direct Stafford Loan.

The DePaul University Application for Financial Aid, for use by continuing students, is available from the Office of Financial Aid.

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

1. Complete the Free Application for Federal Student Aid (FAFSA). Indicate on the form that your data be released to the Federal Aid Processing Center. Students should file this form as soon as possible after January 1 in order to allow the Processing Center enough time to process the FAFSA.

2. 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).

3. 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 their 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, for funds for the upcoming school year. In order to receive priority consideration for University aid, ALL 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, based upon the availability of funds. RETURNING students will be considered for financial aid if they have completed the filing requirements by May 1, based upon the availability of funds.
AID PROGRAMS AND SCHOLARSHIPS

FEDERAL

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 Free Application for Federal Student Aid (FAFSA). This form is available from high school counselors or the Financial Aid Office.

For the 1995-96 academic year the maximum Pell Grant is $2,348, depending on the student's need.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT
This program is for undergraduate students demonstrating exceptional financial need. The number and amount of these awards will depend on an annual appropriation from Congress.

FEDERAL PERKINS LOAN
Cosponsored by DePaul University and the federal government, the Federal Perkins Loans are awarded to degree-seeking students who demonstrate financial need. The simple interest is 5% and the repayment period begins six months after the borrower ceases half-time enrollment. Due to the scarcity of Federal Perkins Loan funds, they are awarded only to exceptionally needy students. Award amounts vary according to financial need.

FEDERAL COLLEGE WORK STUDY (CWS)
Cosponsored 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 17-20 hours per week. The hourly salary depends on the job and student's qualifications. Job listings are maintained in the Human Resource Office.

FEDERAL DIRECT STAFFORD LOAN PROGRAM
There are two types of Federal Direct Stafford Loans—subsidized and unsubsidized. Subsidized Federal Direct Stafford Loans are based on financial need. Repayment is deferred until after you graduate or cease to be enrolled at least half-time, and the interest is paid by the government while you are enrolled in school. Unsubsidized Federal Direct Stafford Loans are not based on need. You may borrow the cost of education minus all other financial aid received, including any subsidized Federal Direct Stafford, up to the maximums in the tables below. However, the interest must be paid by you while you are enrolled, or it may be accrued and capitalized. Repayment of the principle is deferred until after you graduate or cease to be enrolled at least half-time.

Federal Direct Stafford Loans, both subsidized and unsubsidized, are borrowed from the U.S. Department of Education through DePaul University.

Federal Direct Stafford loan maximums vary according to academic level. Please see the tables below.

<table>
<thead>
<tr>
<th>Dependent Undergraduate Students</th>
<th>Stafford Maximums</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>$2625</td>
</tr>
<tr>
<td>Sophomores</td>
<td>$3300</td>
</tr>
<tr>
<td>Juniors</td>
<td>$5900</td>
</tr>
<tr>
<td>Seniors</td>
<td>$5900</td>
</tr>
</tbody>
</table>

Dependent undergraduate students may borrow the Federal Direct Stafford maximums (in subsidized, unsubsidized, or a combination) listed above.
Independent Undergraduate Students

<table>
<thead>
<tr>
<th>Independent Undergraduates</th>
<th>Subsidized Stafford Maximums</th>
<th>Total Stafford Eligibility (Subsidized and Unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>$2625</td>
<td>$6625</td>
</tr>
<tr>
<td>Sophomores</td>
<td>$3500</td>
<td>$7500</td>
</tr>
<tr>
<td>Juniors</td>
<td>$5500</td>
<td>$10,500</td>
</tr>
<tr>
<td>Seniors</td>
<td>$5500</td>
<td>$10,500</td>
</tr>
</tbody>
</table>

Independent undergraduate borrowers may borrow the subsidized Federal Direct Stafford up to the maximums indicated above, but may supplement their Federal Direct Stafford borrowing with the unsubsidized Federal Direct Stafford up to the amounts indicated (provided their cost of education minus other resources supports those amounts.)

For new borrowers, repayment of this loan begins six months after the borrower ceases half-time enrollment. The interest rate is variable, with the new rate recalculated each year on July 1. The current interest rate for new borrowers is 7.43%. Students who have borrowed previously through the Federal Stafford Loan program should review their promissory notes for information regarding repayment terms.

STATE OF ILLINOIS

ILLINOIS STATE MONETARY AWARD

This program of gift assistance is administered by the Illinois Student Assistance Commission (ISAC). Undergraduate students who are residents of Illinois are eligible to apply for awards, which ranged in 1994-95 from $500 to $3,800 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.

DEPAUL UNIVERSITY

DEPAUL UNIVERSITY GRANTS

DePaul University grants are awarded to students enrolled in a first undergraduate degree program who demonstrate financial need. Award amounts vary according to financial need and availability of funds.

DEPAUL UNIVERSITY SCHOLARSHIPS

DePaul University offers a variety of scholarships for entering full-time freshmen, 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 Admission by February 1 to apply prior to enrollment at DePaul.

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.

Presidential, John Cardinal Newman, and William and Mae Stanley Scholarships

These scholarships are awarded to entering full-time freshmen demonstrating academic achievement and leadership qualities. The Newman are awarded to class valedictorians.

Dean's Scholarships (Art, Commerce, Education, Honors, Science, Theatre Design, Theatre Studies)

These scholarships are awarded to entering full-time freshmen demonstrating academic achievement and interest in selected majors. Rank in class, ACT scores, and other leadership qualities are considered in awarding these scholarships.
DePaul Debate Scholarships
For debate qualifiers and champions at the state or national level.

Monsignor John Egan's Hope Scholarships
For Chicago residents of financially depressed neighborhoods who have a strong motivation to succeed, committed to community service; rank in top half of high school class; and demonstrate financial need.

St. Vincent de Paul Scholarships
These scholarships are awarded to entering freshmen who have provided exceptional service to their home and church communities and who present good academic credentials. These scholarships are renewable upon selection as a co-director of a DePaul community service association.

Mayor's Leadership 2000 Scholarships
These scholarships are awarded to entering freshmen and transfer students 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.

Transfer Scholarship
Following are brief descriptions of DePaul's transfer scholarships. Associate's Degree Transfer Scholarships: For students who have a minimum cumulative grade point average of 3.3, and associate's degree, and a least 60 semester or 90 quarter hours of transferable credit from an Illinois community college. Dean's Art Scholarships: For Studio Art and Art History majors who transfer with at least 30 semester or 45 quarter hours of transferable credit from an Illinois community college. A portfolio of 8-10 pieces or an Art History paper must be submitted. Dean's Business Scholarships: For Commerce students who have a minimum cumulative grade point average of 3.3 in at least 30 semester or 45 quarter hours of transferable credit from an Illinois community college. Dean's Education Scholarships: Education students who have a minimum cumulative grade point average of 3.3 in at least 30 semester or 45 quarter hours of transferable credit from an Illinois community college. DePaul University Transfer Scholarships: For students who have a minimum cumulative grade point average of 3.3 in at least 30 semester or 45 quarter hours of transferable credit from an Illinois community college. Phi Theta Kappa: All qualified candidates who are members of the Phi Theta Kappa Honor Society will be considered. Proof of membership 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.

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 chair of the Department of Art for information and application procedures.
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 need requirements.

The student determines the budget amount for the plan. DePUPP requires a minimum budget amount of $750.00. 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 10th of each month. The student may pay by check, money order, credit card (VISA, Master Card, or Discover), or Electronic Funds Transfer.

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 10th, 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 1. 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 10th, and the last payment due March 10th.

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 Student Accounts Department and the Financial Aid Office.

Any questions regarding DePUPP should be directed to the Accounts Receivable Office (312) 362-8379, or you may write to: Accounts Receivable Office, DePaul University, 1 E. Jackson Blvd., Chicago, IL 60604.

The Payment Plan for Employer Reimbursement is a payment option for students who receive tuition reimbursement from their employers. It is administered through the Student Accounts office of Student Financial Services. The payment plan is designed to view coverage by an employer tuition reimbursement program as pending payment. Since employer reimbursement is generally issued at the end of a term, this payment plan allows the students covered by such an employer reimbursement plan to receive an extended payment due date for their tuition charges. Regardless of when the employer reimburses the student, the tuition due dates are not negotiable. Bills and grades will be issued to the students only and not to the employers. It is the responsibility of the student to provide their employers with copies of any documents their employer may require.
ELIGIBILITY REQUIREMENTS

Students must submit the application and related fee by the application deadline. If there is a doubtful account history, past due balance, or insufficient employer documentation, the student will not be accepted into the program. If at any time the student falls delinquent in payment, the payment plan privilege is no longer available.

COURSES

To be eligible to participate in this program, students must be enrolled in the traditional quarterly courses which are 10 weeks in duration (5 week Summer courses). Special seminars, extended courses, workshops, courses which require prepayment, audits and zero credit courses are not covered in this program.

FINANCIAL AID

A student cannot apply for this program if he or she has also applied for financial aid. This program is designed to assist students who do not receive financial aid. There are no exceptions to this policy.

PAYMENT POLICY

Regardless of when the employer reimburses the student, it is the student's responsibility to pay the balance in full on or before the tuition due date. Students who experience this delay from their employers typically pay tuition using a credit card. Students are responsible for paying their tuition accounts in full by the date whether they have completed the work for their courses and whether or not they have received reimbursement from their employer. Tuition due dates are not negotiable and delinquent fees will apply to students who do not meet the tuition due date deadlines. Failure to meet the application agreement will jeopardize future participation in the program and may prevent future enrollment.

APPLICATIONS

Applications are available in the Student Financial Services Offices of Student Accounts and Student Aid, the college offices, and suburban campuses. Submit the completed application and fee to the Payment Center by the required deadline. You will be notified only if your application has been denied. Do not return the application and fee to the college — this will delay processing and acceptance into the program.

FEES/APPLICATIONS

<table>
<thead>
<tr>
<th>Term</th>
<th>Fee</th>
<th>Application Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winter and Spring terms</td>
<td>$100.00</td>
<td>One time application for 3 quarters</td>
</tr>
<tr>
<td>Fall term only</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
<tr>
<td>Winter term only</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
<tr>
<td>Spring term only</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
<tr>
<td>Summer Session I term</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
<tr>
<td>Summer Session II term</td>
<td>40.00</td>
<td>Quarterly application</td>
</tr>
</tbody>
</table>

All fees are non-refundable.

<table>
<thead>
<tr>
<th>Term</th>
<th>Application Deadline Date</th>
<th>Tuition Payment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winter, Spring</td>
<td>Friday, August 30, 1996</td>
<td>January 17, 1997</td>
</tr>
<tr>
<td>(one time application)</td>
<td>Friday, August 30, 1996</td>
<td>April 18, 1997</td>
</tr>
<tr>
<td>Fall quarter</td>
<td>Friday, December 6, 1996</td>
<td>July 11, 1997</td>
</tr>
<tr>
<td>Winter quarter</td>
<td>Friday, March 14, 1997</td>
<td>September 12, 1997</td>
</tr>
<tr>
<td>Spring quarter</td>
<td>Friday, June 6, 1997</td>
<td>October 10, 1997</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Friday, July 11, 1997</td>
<td></td>
</tr>
<tr>
<td>Summer Session II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 accept-
tance as a degree-seeking student. A readmitted student will fulfill the requirements in the bul-
letin in effect at the time of readmission.

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 or her course load for each
quarter with a faculty advisor prior to registration. Advisors and counselors are available to
assist students in planning programs and schedules.

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 fami-
iliar 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.

For further information about the University's policies on academic integrity please consult the Student Handbook.

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.

Certain student information, known as "Directory Information," may be disclosed by the institution to outside parties, unless the student has specifically requested that this information not be released. DePaul University considers the following to be Directory Information: name, address, telephone number, college of enrollment, class, major field of study, dates of attendance, degrees and awards received, the most recent educational agency or institution attended by the student, and participation in officially recognized activities and sports. Students who do not want Directory Information released may make a written request to the Office of the Registrar to withhold this information.

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 in the Student Handbook. This document, available to all students, describes the disciplinary regulations of the University and sets down procedures for students to follow if they believe that their 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 Student Financial Services 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 required to obtain a DePaul University Student Photo 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 cash a check at the cashier’s office, pay by check at the bookstore and to use the library and computer lab facilities. Photo I.D. cards are available through the Identification Card Services Office.
3. A student will receive credit only for courses taken in a section for which the student has been duly registered.
4. Changes in registration (courses dropped or added) must be made in person at the college office, by mail, or via the telephone registration system.
5. Should a student's name not appear on the class roster, it is the student's responsibility, not the faculty member's, to resolve the problem. The student is advised to contact the college office to verify enrollment status.
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 the dean.
2. An evening division student may not enroll for more than 12 hours a quarter without obtaining approval of the college office.
3. A student desiring to register for more than 16 quarter hours of credit at any one time during the summer sessions must submit a written request to the dean of his or her 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 or her 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 or her 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

Students who must withdraw either from a course or from the University may do so in person at their home college, by letter addressed to the college, or by using the University's telephone registration system when appropriate. Withdrawals processed via NIOL or in person are effective the day on which they are made. Withdrawals processed as a result of a letter are effective at the discretion of the college office. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute a withdrawal of record, and will result in academic as well as financial penalty.

When the withdrawal request has been processed, the tuition charge for courses during the regular academic year will be reduced according to the following schedule. Where the effective date is:

Until ten business days after the beginning of the term .................................................. 100%
After that date .................................................................................................................. 0%

For courses of more than two weeks, but four weeks or less duration, no reduction will be granted after the first week of the term. For workshops or courses of two weeks or less duration, no reductions will be granted after the workshop or sessions begin.

For the Summer sessions, consult the schedule of tuition, fees and refunds listed in the Summer classes booklet.

Fees are not refundable.

NOTE: Students receiving financial aid are advised to contact a Financial Counselor to discuss the consequences of a withdrawal effecting academic progress and eligibility at DePaul University or any other school to which they may transfer.
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 4 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. (A grade of D will not fulfill the requirements in a major field
of concentration.)
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. An 'IN' grade must be
removed before the end of the following quarter. Responsibility for its removal rests
entirely with the student. Failure to do so automatically reduces the grade to F.
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's withdrawal is processed 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 grade of W 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. Students are advised to contact their college office to initiate the request to correct an FX grade. An FX grade may not be changed if it has remained on the student's record beyond twelve months except in extraordinary circumstances.

**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:

- **A**: 4 times as many quality points as the credit hours assigned to the course.
- **A-**: 3.7 times the number of credit hours.
- **B+**: 3.3 times the number of credit hours.
- **B**: 3 times the number of credit hours.
- **B-**: 2.7 times the number of credit hours.
- **C+**: 2.3 times the number of credit hours.
- **C**: 2 times the number of credit hours.
- **C-**: 1.7 times the number of credit hours.
- **D+**: 1.3 times the number of credit hours.
- **D**: 1 quality point for each credit hour in the course.
- **FX** (no quality points)
- **W, INC, PA, R** (quality points not assigned)

### ILLUSTRATION

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit Hour</th>
<th>Credit Hours Attempted</th>
<th>Quality Points Merited</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>X</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>X</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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</tr>
<tr>
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<td>X</td>
<td>4</td>
</tr>
<tr>
<td>B-</td>
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<td>X</td>
<td>4</td>
</tr>
<tr>
<td>C+</td>
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<tr>
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<td>0.0</td>
<td>X</td>
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</tr>
</tbody>
</table>

**WIN, PA, R**  Quality Points not assigned.

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/fail 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

DePaul offers students the opportunity to gain credit by examination in three ways: through Advanced Placement, CLEP and University Exams. Through one or more of these programs, credit may be obtained for liberal studies courses, major field courses and electives. However, it is important to understand that AP or CLEP credit recognized by other colleges may not necessarily be accepted at DePaul. For more information about any of these programs, please contact the Student Development Center or your college office.
ADVANCED PLACEMENT PROGRAM (AP)

University credit for Advanced Placement is limited to incoming undergraduate students. These tests are administered by the College Entrance Examination Board during the senior year in high school. Incoming freshmen who have taken Advanced Placement should have their score reports sent to the Student Development Center prior to their enrollment at DePaul. Further information about Advanced Placement policies at DePaul may be obtained from the Student Development Center.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College-Level Examination Program (CLEP) offers examinations, administered by the College Board, that allow students to demonstrate their knowledge, and gain college credit, in a variety of areas. Incoming degree-seeking students who took CLEP before admission to the University should have their official score reports sent to the Student Development Center. Currently enrolled students may take CLEP tests based on the approval of their college office. For more information about CLEP programs and policies, please contact the Student Development Center.

UNIVERSITY EXAMS

DePaul offers the opportunity to gain credit in selected areas through tests designed and administered by the University. Students wishing to take one of these tests must file an application with their college office. Once approval has been given, and a $50 fee submitted, students will be issued syllabi for the tests they wish to take. Please note that students are expected to obtain study materials on their own.

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 re-admission decision is made by the Office of Admissions in consultation with the college office. See Readmission 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 re-admission is approved, the following academic policy applies to dismissed students who have demonstrated this achievement by earning 18 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 and Credit" in this Bulletin.

3. The student must have satisfied all the regulations of the individual college or school granting the degree.

4. The student must complete the residential requirement, i.e., he or she must complete the following work at DePaul University: the final 56 quarter hours of credit; one-half of the credit earned in his major area of concentration, all courses in the 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. Application for graduation may be made only by classified degree seeking students. The student should contact his or her college office for information regarding deadline dates.

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 bachelor's 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 bachelor's degree should find out more about alternatives at the undergraduate or graduate levels by contacting the Office of Adult Admission. (See page 397.)

GRADUATION WITH HONORS

The distinction "with highest honors" 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 and;

2. a. Students who have taken at DePaul one-half or more of the credits required for their degree will have their graduation with honors determined by their DePaul course work alone; or

b. Students who have taken at DePaul less than one-half of the credits required for their degree will have their graduation with honors determined by the cumulative grade point average of all course work taken at DePaul and all course work accepted for transfer credit.
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 graduates must notify their college office of their intention four weeks before the ceremony. Graduates will receive detailed instructions concerning the commencement exercise from the 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, Economics, English, History, Interdisciplinary Studies, International Studies, Liberal Studies, Mathematical Sciences, Nursing, Philosophy, Physics, Psychology, Public Services, Rehabilitation Services, Sociology, Writing; (2) through the School of Computer Science, Telecommunications and Information Systems in Computer Science, Information Systems, Software Engineering, Telecommunication Systems, and Management Information Systems; (3) through the Graduate School of Business in Accounting, Economics, Finance, Management, Marketing; (4) through the School of Music, Graduate Division, in Music Performance, Church Music, Music Education, Music Theory, Music Composition; (5) through the School of Education, Graduate Division, in Curriculum Development, Educational Leadership, Human Services and Counseling, and Reading and Learning Disabilities; or (6) through the School for New Learning.

Doctoral Degree programs are offered through the College of Liberal Arts and Sciences in Philosophy, and Psychology and through the School of Computer Science, Telecommunications and Information Systems in Computer Science.
ADMISSION AND RECORDS
DePaul Center, Room 9100
312/362-8300
LUCY LEISCH,
Dean
ELLEN COHEN,
Director of Undergraduate Admission
SUSAN THORNTON,
Director of Adult Admission

ALUMNI RELATIONS
Lewis Center, 12th Floor
312/362-8584

ATHLETICS
1011 West Belden
312/325-7526

BOOKSTORES
Lincoln Park, 2425 North Sheffield;
Lewis Center, 1st Floor
312/362-8792

CAFETERIAS
Stuart Center, 2311 North Clifton;
DePaul Center, 11th Floor
312/362-8519

CAREER DEVELOPMENT CENTER
Schmitt Center, Room 192;
DePaul Center, Room 9500
312/362-8437
LYNN SCHUMACHER,
Director

CASHIER'S OFFICE
Schmitt Center, 1st Floor;
DePaul Center, Room 9500
312/362-8480
JANET MISKELL,
Manager

CHAPELS
2311 North Clifton;
Lewis Center, 1st Floor

COLLEGE OF COMMERCE
DePaul Center, Room 8500
Undergraduate, Room 7900 Graduate
312/362-6783
RONALD J. PATTON,
Dean

COLLEGE OF LAW
Lewis Center, 9th Floor
312/362-8701
JOHN C. ROBERTS,
Dean

COLLEGE OF LIBERAL ARTS AND SCIENCES
Lincoln Park, Schmitt Center, Room 462;
Lewis Center, 15th Floor
312/325-7310
MICHAEL L. MEZER,
Acting Dean

COMMUNITY MENTAL HEALTH CENTER
Byrne Hall, 3rd Floor
312/325-7780
DELLA CORRIGERI,
Director

FINANCIAL AID
Schmitt Center, 1st Floor;
DePaul Center, Room 9000
312/362-8091
JOHN SCHURZ,
Director

GOVERNMENT-CERTIFICATION OF STUDENTS
Social Security-Registrar's Office, DePaul Center, Room 9000
312/362-8610
Veterans Administration-Financial Aid, DePaul Center, Room 9000
312/362-8091

LIBRARY
Lincoln Park, DePaul Center, 10th Floor
312/362-8066
DORIS R. BROWN,
Director of Libraries
JUDITH GASKELL,
Director of Law Library
MULTICULTURAL STUDENT AFFAIRS
Stuart Center, 3rd Floor
312/325-7325
LYNDA McCARTHY,
Director

REGISTRAR'S OFFICE
DePaul Center, Room 9300
312/362-8610
NANCY GALL,
Registrar

RESIDENCE LIFE
Stuart Center, 3rd Floor
312/325-7196

SCHOOL OF ACCOUNTANCY
DePaul Center, Room 6000
312/362-8770
JOHN T. AHERN, JR.,
Director

SCHOOL OF EDUCATION
Schmitt Center, 3rd Floor
312/325-7740
BARBARA SIZEMORE,
Dean

SCHOOL FOR NEW LEARNING
Administration Center, 7th Floor
312/362-8001
DAVID O. JUSTICE,
Dean

SCHOOL OF MUSIC
School of Music Building
312/325-7260
FREDERICK MILLER,
Dean

SEXUAL HARASSMENT OMBUDSPERSON
Schmitt Center, Room 534
312/325-7496
BARBARA SCHAEFFER

STUDENT AFFAIRS/DEAN OF STUDENTS
Stuart Center, 3rd Floor
312/325-7290
CYNTHIA M. SUMMERS,
Associate Vice-President/Dean of Students

STUDENT DEVELOPMENT CENTER
Schmitt Center 1st Floor
312/325-7560
THOMAS CLARK,
Director

STUDENT LIFE
Stuart Center, 3rd Floor
312/325-7360
PEGGY CLARK,
Director

TEACHER PLACEMENT BUREAU
Schmitt Center
312/325-7740

THEATRE SCHOOL
2135 N. Kenmore
312/325-7917
JOHN R. WATTS,
Dean

UNIVERSITY MINISTRY
Stuart Center, 2nd Floor;
Lewis Center, Room 1465
312/362-8515
DR. ROBERT A. LUDWIG,
Director
## Academic Calendar 1996-1997

Information regarding registration is published in the University Class Schedules.

**Autumn**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Saturday, College of Law Autumn semester classes begin.</td>
</tr>
<tr>
<td>September 2</td>
<td>Monday, Labor Day</td>
</tr>
<tr>
<td>September 6</td>
<td>Friday, Autumn quarter tuition payment date.</td>
</tr>
<tr>
<td>September 11</td>
<td>Wednesday, Autumn quarter classes begin.</td>
</tr>
<tr>
<td>September 27</td>
<td>Friday, Last date to apply for pass/fail option.</td>
</tr>
<tr>
<td>October 4</td>
<td>Friday, Last day to change to auditor status.</td>
</tr>
<tr>
<td>October 9-15</td>
<td>Wednesday-Tuesday, Optional mid-term week.</td>
</tr>
<tr>
<td>November 1</td>
<td>Friday, Last date to withdraw from class.</td>
</tr>
<tr>
<td>November 19</td>
<td>Tuesday, End Autumn classes.</td>
</tr>
<tr>
<td>November 20-26</td>
<td>Wednesday-Tuesday, Final examinations for Autumn evening classes.</td>
</tr>
<tr>
<td>November 21-27</td>
<td>Thursday-Wednesday, Final examinations for Autumn day classes.</td>
</tr>
<tr>
<td>December 4</td>
<td>Wednesday, Autumn quarter ends.</td>
</tr>
<tr>
<td>December 4-20</td>
<td>Wednesday evening-Sunday, Thanksgiving holiday.</td>
</tr>
<tr>
<td>December 27</td>
<td>Wednesday, College of Law Autumn semester classes end.</td>
</tr>
<tr>
<td>December 30</td>
<td>Monday-Friday, Final examinations for College of Law.</td>
</tr>
<tr>
<td>December 31</td>
<td>Friday, Winter quarter tuition payment date.</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>January 4</td>
<td>Saturday, Winter quarter Saturday classes begin.</td>
</tr>
<tr>
<td>January 6</td>
<td>Monday, Winter quarter day and evening classes begin.</td>
</tr>
<tr>
<td>January 11</td>
<td>Saturday, College of Law Spring semester classes begin.</td>
</tr>
<tr>
<td>January 17</td>
<td>Friday, Last date to apply for pass/fail option.</td>
</tr>
<tr>
<td>January 24</td>
<td>Friday, Last day to change to auditor status.</td>
</tr>
<tr>
<td>February 1-7</td>
<td>Saturday-Friday, Optional mid-term week.</td>
</tr>
<tr>
<td>February 21</td>
<td>Friday, Last date to withdraw from classes.</td>
</tr>
<tr>
<td>March 15</td>
<td>Friday, Winter quarter day and evening classes end.</td>
</tr>
<tr>
<td>March 17-21</td>
<td>Saturday, Final examinations for Winter Saturday classes.</td>
</tr>
<tr>
<td>March 21</td>
<td>Monday-Friday, Final examinations for Winter day and evening classes.</td>
</tr>
<tr>
<td>March 24-29</td>
<td>Friday, Winter quarter ends. Spring quarter tuition payment date.</td>
</tr>
</tbody>
</table>

**Monday-Saturday**, College of Law Spring break.
SPRING
MARCH 31  Monday, Spring quarter classes begin.
APRIL 11  Friday, Last date to apply for pass/fail option.
APRIL 18  Friday, Last day to change to auditor status.
APRIL 25  Friday, College of Law Spring semester classes end.
APRIL 28-MAY 3  Monday-Saturday. Optional mid-term week.
APRIL 30-MAY 14  Wednesday-Wednesday. Final examinations for College of Law.
MAY 16  Friday, Last date to withdraw from classes.
MAY 26  Monday. Memorial day. Holiday—no classes.
MAY 28  Wednesday, College of Law Summer Session classes begin.
JUNE 6  Friday. End Spring classes.
JUNE 7-13  Saturday-Friday. Final examinations for Spring classes.
JUNE 15  Friday. Summer I tuition payment date. Spring Quarter ends.
JUNE 14-15  Saturday-Sunday. Commencement.

SUMMER
JUNE 16  Monday. First Summer Session begins.
JULY 4  Friday. Independence Day. Holiday—no classes.
JULY 17  Thursday, College of Law classes end. First Summer Session ends.
JULY 18  Friday. Summer II tuition payment date.
JULY 21  Monday. Second Summer Session begins.
JULY 22-24  Tuesday-Thursday. Final examinations for College of Law.
AUGUST 21  Thursday. Second Summer Session ends.
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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.