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DIRECTORY
CALENDAR
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LIBERAL STUDIES COUNCIL

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

GEORGE FLYNN
School of Music

DAVID BARNUM
Political Science

KAREN SCOTT
History

JEFFREY CARLSON
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Biological Sciences

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College of Commerce

LAURA OWEN
College of Commerce

MARTIN KALIN
School of Computer Science, Telecommunications and Information Systems

JOHN O’MALLEY
The Theatre School

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Student and Career Development

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College of Liberal Arts and Sciences

DAVID JOLLIFE
First-Year Programs

COMPONENTS

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

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

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

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

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

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

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

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

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

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

There are two components to the Liberal Studies Program. The first, called the common core, emphasizes communication, quantitative and intellectual skills, as well as an introduction to the urban and Vincentian nature of the University. Integration of the general education program is further enhanced by a series of common experiences throughout the student's educational career. These experiences include the first year program; the sophomore seminar on multiculturalism in the United States; the junior year experiential learning requirement; and the senior year capstone seminar.

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

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

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

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

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

Students should consult the Bulletin for a description of the particular requirements of their College or School as well as their individual departments. Distribution requirements are described in detail on page 16 for the College of Commerce and School of Accountancy, page 74 for the College of Liberal Arts and Sciences, page 307 for the School of Computer Science, Telecommunications and Information Systems, page 325 for the School of Education, page 355 for the School of Music, and page 380 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 two 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 CORE

The common core is a series of experiences throughout the liberal studies program that emphasize communication, quantitative and intellectual skills, as well as an introduction to the urban and Vincentian nature of the university. The common core begins with the first-year program, followed by a sophomore seminar on multiculturalism in the United States, a junior year experiential learning requirement, and a senior year capstone seminar.

The first-year program has two overarching goals: introducing students to the process of intellectual inquiry as it is practiced in a university, and community building. The first-year program consists of Discover Chicago, Focal Point Seminars, Chicago Focal Point Seminars, Quantitative Reasoning and the Composition and Rhetoric sequence.

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

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

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

FIRST YEAR PROGRAM

IDS 101  Focal Point Seminar. Focal Point Seminars begin with a topic: an event, issue, person, or place which is framed from the faculty member's experience and intellectual perspective and from the perspective of the students. The course continues to examine the topic by revealing the multi-faceted nature of the topic as it is addressed through a number of disciplinary perspectives. During the autumn quarter the course includes a component led by a Staff Professional which addresses transitional issues. Courses available to first-year students only.

IDS 102  Chicago Focal Point Seminar. This focal point seminar combines the elements of Discover Chicago and the Focal Point Seminar. These seminars will be either about a topic specific to Chicago or will rely on the use of Chicago resources. These seminars may include experiential learning and service learning components. During the autumn quarter, the course includes a component led by a Staff Professional which addresses transitional issues. Courses available to first-year students only.

IDS 103  Discover Chicago. Discover Chicago courses acquaint DePaul first-year students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. This is done through a variety of means, but particularly through first hand observation, participation, personal discovery and reflection. The course begins with an immersion week one week prior to the official start of the autumn quarter. Classes continue to meet throughout the autumn quarter. In addition, there is a component led by a Staff Professional which addresses transitional issues. Courses offered during the autumn quarter and available to first-year students only.
IDS 120  **Quantitative Reasoning.** This course is intended to enable students to develop their own understanding of quantitative reasoning as a form of argument. Through the exploration of actual problems and case studies, students will deal with estimations and questions of scale, create and interpret graphs, and critique quantitative arguments. The course will incorporate the use of technology as a tool for learning and applying quantitative reasoning. **Prerequisite: MAT 101 or placement by the Mathematics Diagnostic Test. Students whose program of study requires calculus or students who place into calculus on the placement exams are exempt from this requirement.**

ENG 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.

ENG 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.

**LEARNING DOMAINS**

**ARTS AND LITERATURE**

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

Students will complete three courses in this learning domain, with not more than two courses coming from the same department or program.

**PHILOSOPHICAL INQUIRY**

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

Students will take two courses in this domain.

**RELIGIOUS DIMENSIONS**

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

**SCIENTIFIC INQUIRY**

Courses in the Scientific Inquiry domain are designed to provide students with an opportunity to learn the methods of modern science and its impact in understanding the world around us. Courses are designed to help students develop a more complete perspective about science and the scientific process, including: an understanding of the major principles guiding modern scientific thought; a comprehension of the varying approaches and aspects of science; an appreciation of the connection among the sciences and the fundamental role of mathematics in practicing science; an awareness of the roles and limitations of theories and models in interpreting, understanding, and predicting natural phenomena; and a realization of how these theories and models change or are supplanted as our knowledge increases.

Students will take three courses in this learning domain. The Quantitative Reasoning course (or placement out of the course through the placement tests) is a prerequisite for all courses in this domain. Students must complete one course with a laboratory component and one course with a strong quantitative component.

**SELF, SOCIETY AND THE MODERN WORLD**

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

Students will complete three courses in this learning domain, with not more than two courses coming from the same department or program.

**UNDERSTANDING THE PAST**

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

Students are required to take two courses in this learning domain. One course must focus primarily on the period before 1800 and one course must focus primarily on the period between 1800 and 1945. Students must also select their two courses from two different geographic categories. The five categories are: 1) Asia; 2) Latin America; 3) Africa; 4) North America or Europe; and 5) intercontinental or comparative history (a course on the U.S. and Europe alone would not qualify a course in this category needs to include Asia, Latin America, and/or Africa).
COLLEGE
OF
COMMERCE
ADMINISTRATION

RONALD J. PATTEN, PH.D., C.P.A.
Dean

JOAN JUNKUS, PH.D.
Associate Dean ’98–’99

DANIEL J. KOYS, PH.D.
Associate Dean ’97–’98

ROBERT M. PETERS, PH.D., C.P.A.
Associate Dean

HELEN CONROY
Executive Assistant to the Dean

GRETCHE WARNER, PH.D.
Assistant Dean and Director

CHERYL HUNTER, M.A.
Associate Director

ADVISING STAFF

ANN ANDERSON, M.ED.
Academic Advisor

KAREN IMRISEK, M.ED.
Academic Advisor

KAYOKO WAKAMATSU
Academic Advisor

CRAIG WOMACK, M.ED.
Academic Advisor

LIBRARIES, FACILITIES, FACULTY

ADMISSION

BACHELOR OF SCIENCE IN COMMERCE

Program Objectives
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Special Programs
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  Pre-Law
  Program Acceleration
  Double Major
  Minors
  Management Development Center

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. 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 meets the needs of both the degree and non-degree seeking part-time student. An Evening division student may complete all course requirements in the evening (and Saturdays when available) at the downtown campus. In addition, Evening division students may take courses offered in the day or courses offered at the Lincoln Park Campus. The Undergraduate College of Commerce staff provides academic assistance to both divisions throughout the year.

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 six learning domains of liberal education: Understanding the Past; Scientific Inquiry; Religious Dimensions; Philosophical Inquiry; Self, Society, and the Modern World; and Arts and Literature.

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—The International Association for Management Education. 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 a metropolitan identification and to the recognition that its past, present, and future are linked inextricably to the stability and vitality of the city of Chicago. For students in the College of Commerce, this means studying and working in Chicago, one of the most dynamic business and financial centers in the world. For graduates of the College of Commerce, this means abundant career choices and opportunities after leaving DePaul. Truly, DePaul has been the developer of Chicago's business leaders for over eight 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 Naperville 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 727,000 volumes, 306,000 microform volumes, and over 15,000 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 45 other colleges and universities in Illinois. For a fuller description of the resources and services of the University Libraries, consult page 414 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; e-mail admitdpu@wpdpost.depaul.edu. 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 421 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.

PROGRAM OBJECTIVES
Graduates of DePaul's Undergraduate College of Commerce will:

- Possess detailed knowledge of basic business practices, specific skills in a selected major field, and an understanding of the interdependence of functional areas in contemporary business organizations.
- Understand the nature of, and interaction among, the ethical, social, legal, technological, political, economic, and other factors which influence business activity.
- Be capable of applying appropriate analytic techniques to business decision making.
- Have the knowledge and ability to communicate effectively.
- Be capable of using relevant technology for data acquisition and analysis, decision making, and information dissemination.

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 student's course of study in the Liberal Studies Program is 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. In addition to the 16 quarter hours required in the First Year Program, all students in the College are required to complete courses distributed through domains 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 a Commerce academic advisor.) The particular requirements are as follows:

Core: 28 quarter hours required; 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars and 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.
Arts and Literature: 12 quarter hours required. No more than 2 courses from the same department or program.

Philosophical Inquiry: 4 quarter hours required.

Religious Dimensions: 4 quarter hours required.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective. (Please note: Commerce students will not receive credit for Mathematics 112, 113, 150, 151 or 208, Computer Science 110, Interdisciplinary Studies 120, 220, 221, or 222. Also, students should consult a Commerce academic advisor for preferred course recommendations.)

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Ethics: 4 quarter hours required. Students may select from Phl/Rel/Mgt 228, Phl 200, Phl/Rel 229, Phl 241, Rel 222 and Rel 283.

INTERNATIONAL PERSPECTIVE

International Perspective: 3 courses (12 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.
- 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 select three courses from Liberal Studies which are available for IP credit. Typically, one course is selected from RD or PL, one course is selected from SSM and one course is selected from a learning domain elective. Students are required to submit written proposals for their IP option. 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: 202 Professional Writing for Business.
- Interdisciplinary Commerce Studies: 202 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 320 Money and Banking in place of Economics 315.)
- Interdisciplinary Senior Studies: 391 Senior Seminar or 392 Senior Seminar (grade of C or
  better); 394 Entrepreneurship 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 advis-ors 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-
doically 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 must meet with their advisors prior to taking Phase II courses.

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 GPA. 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. 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 Liberal Studies sequence, the Commerce Core and in all major/minor field courses. Students must be in good standing, i.e. 2.0 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 Pre-Law advisor, Alexander Devience, J.D.
PROGRAM ACCELERATION

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

The College of Commerce encourages the undergraduate student to consider further studies at the graduate level. The 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. 26)
Economics (p. 36)
Finance (p. 42)
International Business (p.46)
Management (p. 51)
Marketing (p. 61)

COMPUTER SCIENCE MINORS:
Computer Science (p. 310)
LIBERAL ARTS AND SCIENCES MINORS:
American Studies (p. 79)  International Studies (p. 185)
Anthropology (p. 81)  Latin American and Latino Studies (p. 193)
Art (p. 86)  Mathematics (p. 198)
Biological Sciences (p. 98)  Modern Languages (p. 213)
Catholic Studies (p. 105)  Philosophy (p. 237)
Chemistry (p. 117)  Physics (p. 244)
Communication (p. 126)  Political Science (p. 251)
Comparative Literature (p. 132)  Psychology (p. 261)
Economics (p. 137)  Religious Studies (p. 275)
English (p. 144)  Sociology (p. 286)
Geography (p. 154)  Women's Studies (p. 298)
History (p. 163)

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

Students electing to pursue a minor should consult their academic advisor concerning application of these courses to the Commerce curriculum.

BUSINESS MINORS FOR NON-COMMERCE STUDENTS
Commerce minors are available to students majoring in disciplines other than business. Students can select from the following business minors: Accounting, Economics, Management, Marketing, and Pre-MBA. Students interested should contact their individual college or consult a Commerce academic advisor for more information.

MANAGEMENT DEVELOPMENT CENTER
The Management Development Center (formerly 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 Management Development Center, DePaul University, 1 E. Jackson Boulevard, Chicago, IL 60604; (312) 362-6780.

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

This scheduling information represents the best effort of the College to indicate when particular courses are to be offered; it does not represent a guarantee or legal obligation. Scheduling for any course may change without notification. Given the vagaries of enrollment and staffing, a course may be offered more or less frequently than indicated.
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, is one of the largest accounting programs in the United States, and is separately accredited by 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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Professor and Director
University of Houston

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Coordinator of Faculty and Curriculum
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C.M.A.,
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Northwestern University
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, this named chair was established in 1988 and has been held by Professor Belverd E. Needles in recognition of his contributions to accounting education.

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

LEDGER & QUILL
DISTINGUISHED PROFESSORSHIP OF ACCOUNTANCY
Through the generosity of Ledger & Quill, the alumni and friends organization of the School of Accountancy, this named chair was established in 1990 and is held by Professor Mark L. 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 & QUILL SCHOLARSHIPS
The School's chief scholarship program is the Ledger & Quill Scholarships. The merit-based L&Q Scholarship is a full tuition, four-year renewable award for accounting study at DePaul; one is awarded annually to an incoming first-year student. The L&Q Multicultural Award, another full-tuition, four-year renewable scholarship, is available to a first-year accounting student with a multicultural background. Ledger & Quill also provides scholarship programs for students transferring to DePaul to complete their accounting education, an awards program for currently enrolled students, and competitive travel fellowships for study abroad programs.

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

AMOCO SCHOLARSHIPS
Scholarships for superior minority accounting students are available on a competitive basis through funds made available by the Amoco Corporation and the Amoco Foundation.

THE DELOITTE & 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 PRICE WATERHOUSE MINORITY SCHOLARSHIP INTERNSHIP PROGRAM
The School, in conjunction with Price Waterhouse, offers a scholarship/internship program to superior minority accounting majors.

The School also provides scholarships and awards through its Accountancy Scholarship Fund, the Charles Melvoin 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
The CPA track is for students planning careers in public accountancy, earning the Certified Public Accountant designation. The following courses are required for the CPA track:
Supporting Field: Business Law 202 Commercial Paper and Sales is required.
Candidates taking the Uniform Certified Public Accountant's examination after December 31, 2000, must have completed at least 150 semester hours (225 quarter hours) of acceptable credit, which must include a baccalaureate or higher degree and include the equivalent of an accounting concentration. Since the usual number of hours required for an undergraduate business degree at DePaul is 192, additional hours will be required to be eligible to take the exam.
DePaul University's College of Commerce and Keller Graduate School of Business offer a variety of full-time, evening, and weekend programs that enable the individual graduating with an accounting major to obtain the required additional hours as well as enhance career opportunities. Options that provide at least the required number of hours include:
• Master of Science in Taxation (52 quarter hours)
• Master of Accountancy (52 quarter hours minimum)
• Master of Business Administration (60 quarter hours minimum)
• An additional 36 quarter hours of course work at: either the graduate or undergraduate level, distributed across subject areas based on individual interests and/or CPA exam content.
NON-CPA TRACK

The non-CPA track is for students who wish to major in accounting but are NOT planning to become CPAs or are NOT planning careers in public accounting. The following courses are required:


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 requirements; (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 340). Students may declare a minor in Accounting by completing a Declaration of Minor Form. The student’s eligibility for candidacy is based upon the following criteria: (1) an Accounting G.P.A. of 2.0 or above in all accounting courses; (2) a cumulative G.P.A. of 2.0 in all academic work; (3) and completion of one accounting course at DePaul prior to declaration.

NON-COMMERCE STUDENT MINOR

A student majoring in a discipline other than commerce 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 380 Taxes I. Non-commerce students 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 student must meet the prerequisite course equivalencies of pre-calculus and statistics prior to taking the first course in the minor.
ADDITIONAL ACADEMIC POLICIES

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. Only three courses in the accounting major may be repeated to raise the grade to meet the minimum standard of C-. In accordance with University policy, each may be repeated only once.

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. This course provides 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 test 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. Providing the conceptual and practical foundation in cost and managerial accounting, Cost and Managerial Accounting I 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. Prerequisite: 103. 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. Prerequisite: Enrollment limited to non-accounting majors. Offered variably.

The following courses may be taken only upon completion of all Phase I courses. See page 17.

204 Intermediate Financial Accounting I. Topics in this course include accounting standards, the conceptual framework of accounting, and the accounting process; multi-step income statement and statement of retained earnings; balance sheet and statement of cash flows; present value; cash and accounts receivable; inventory; acquisitions of assets; depreciation and intangibles; and current liabilities. Selected spreadsheet applications will be introduced through homework assignments. Prerequisites: Completion of Phase I. Offered every term.

206 Intermediate Financial Accounting II. This second course in financial accounting examines long-term liabilities, contributed capital, retained earnings, stock options and earnings per share, investments, and revenue recognition. Selected spreadsheet applications will be introduced through homework assignments. Prerequisite: 204. Offered every term starting Winter 1998.
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: 303, Phase I and junior standing. Offered every term.

Intermediate Financial Accounting III. The third course in the financial accounting sequence, this course studies deferred taxes, pensions and other post-retirement benefits, leases, accounting changes and error analysis, statement of cash flows (advanced), and full disclosure, if time permits. Selected spreadsheet applications will be introduced through homework assignments. Prerequisite: 306. Offered every term starting Spring 1998.

Advanced Financial Accounting. This course focuses on accounting for multi-corporations and acquisitions, accounting for state and local governments, accounting for non-profit organizations, foreign operations, partnership accounting, and segment reporting. Selected spreadsheet applications will be introduced through homework assignments. Prerequisite: 206. Offered every term.

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. Offered variably.

Auditing Theory I. The first course in auditing, this course examines the 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 and practical applications are presented as illustrative examples. The course also provides an overview of U.S. securities laws and their impact on auditing. Prerequisites: 206 and completion of Phase I. Offered every term.

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.

Taxes I. This course covers the basic provisions of the Internal Revenue Code as they relate to the taxation of individuals. It focuses on concepts of gross income, exclusions, deductions, exemptions and credits, as well as property transactions. Prerequisites: 204 and completion of Phase I. Offered every term.

Taxes II. Taxes II is the continuation of Accounting 380. The course covers the 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 variably.

CPA Review. The goal of this program is the 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. This course is 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. CPA Reviews begin in mid-June for the November exam and in January for the May exam.

Special Topics. This course provides an in-depth study of current issues in accountancy. Content and format of this course are variable. Subject matter will be indicated in class schedule. Prerequisites: 204 and junior standing or as listed in class schedule. Offered variably.

Independent Study. Independent Study is 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:

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.

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, entering into a family business, or some other specialized purpose. The program has sufficient flexibility to meet the needs of each of these career orientations.

**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 (10 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 their advisor for recommendations with respect to which business courses would be most useful for their chosen career in business.

The *Entrepreneurship* career orientation is characterized by its contemporary, integrative approach to management of emerging firms. It is designed for students who seek to be entrepreneurs in start-up ventures, wish to operate family businesses or work as entrepreneurial change agents within a corporate setting.

The *Human Resource Management* career orientation is designed to meet the needs of students who desire to obtain entry-level positions in human resources. Human resource professionals add value to their organizations by understanding how the business operates and how to design and implement human resource activities to changing organizational needs.

The *Operations Management* career orientation stresses operations as an integrated function and focuses on the design and management of productive systems of a firm's core competence. Typically, graduates obtain entry-level positions in purchasing or quality control functions.

For a complete regularly updated course list please check the worldwide web homepage at [http://www.depaul.edu/~mgt/](http://www.depaul.edu/~mgt/).
In recent years there has been enormous growth and development in applications of mathematics to business problems. The mathematics program is planned to make some of these powerful tools available to students in the College of Commerce. The basic sequence 125, 126 and 142 is intended to help the student gain insight and understanding into some fundamental principles of mathematics and to show how these principles are related to typical business situations. In addition, the basic sequence is intended to provide a background for those whose needs and interests require advanced study in quantitative methods. Courses in Mathematics and Statistics are offered only as supporting studies and electives.

**FACULTY**

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**JEFFREY BERGEN,** Ph.D.,
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**DAVID WEBB,** Ph.D.,
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Rutgers University

**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 17.

All courses carry four hours of credit, unless otherwise stated.

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

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

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

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

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

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

342  **Business Statistics II.** Multiple regression, correlation, analysis of variance, time series and sampling. Statistical theory applied to business. Use of a statistical computing packages. Course content will vary with the needs and desires of individual students. **Prerequisite: 142 or 157.** Offered variably.
Economics analyzes the manner in which scarce resources are utilized to satisfy the wants and needs of people and society. The Economics Department offers courses that formulate, interpret, and explore ideas concerning such topics as unemployment, inflation, production and distribution, economic growth, and international economic relations. 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. This analysis then forms the foundation for policy applications and recommendations on a wide range of issues.

Students learn to analyze economic data to identify and address problems that arise in a changing national and global economy, while studying the broader historical and social context in which economic relationships occur and economic policies are applied. In addition to economic theory and quantitative methods, courses cover a range of topics such as international trade, urban economics, economic history, the role of the government in the economy, money and banking, economic development, labor markets, poverty, environmental economics, and gender.

The department prepares students for careers in business, financial institutions, government and public service, graduate work in economics, and areas such as law and graduate work in business administration.

**FACULTY**

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DePaul University

**BALA BAT AVIA, PH.D.**,  
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**JAMES J. DIAMOND, PH.D.,**  
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**SETH EPSTEIN, PH.D.,**  
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CONSTANCE L. TRIMBY, M.B.A.,
Lecturer
DePaul University

WILLIAM R. WATERS, Ph.D.,
Professor Emeritus
Georgetown University

RICHARD J. WILTGREN, Ph.D.,
Professor
University of Illinois

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 315 Introduction to Money and Banking.

DECLARATION OF MAJOR
For a student to become a major in the Economics Department the following conditions must be met: (1) the student must possess a cumulative G.P.A. of 2.0 or better; (2) 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.
NON-COMMERCE STUDENT MINOR
A student majoring in a discipline other than commerce may obtain a minor in Economics by taking Economics 105 and 106; and either ICS 200 Introduction to Business and three Economics electives; or four 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
Economics: 313 Social Control of Business; 318 Labor Economics and Organization; 342 Statistics for Economics or equivalent; 335 Energy and Environmental Economics; 375 Introduction to Econometrics.

II. INTERNATIONAL TRADE
Economics: 342 Statistics for Economics or equivalent; 359 The Theory of Economic Development; 333 Topics in Global Economy; 361 International Trade; 362 International Monetary Economics; 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 Urban Economics; 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 or equivalent; 375 Introduction to Econometrics; 380 Mathematics for Economics and Business I.

VI. LABOR ECONOMICS

VII. ENVIRONMENTAL OR RESOURCE ECONOMICS
Economics: 310 Urban Economics; 313 Social Control of Business; 335 Energy and Environmental Economics; 342 Statistics for Economics or equivalent; 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.
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.

The following courses may be taken only upon completion of Phase I. See page 17.

305 Intermediate Microeconomics. Continuation of topics treated in Economics 105, especially consumption and production theory. Marginal analysis and indifference curves are major tools used in discussion of demand for products, pricing output, wages, and distribution of output. Prerequisite: 105 and a minimal grasp of the basics of differential calculus.

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.

307 Managerial Economics. The application of economic theory to the problems of the firm. Examples of topics are demand analysis, sales forecasting, criteria for investment, production, and cost analysis. Not to be taken by Economics majors. Prerequisite: 105.

310 Urban Economics. The economic determinants of industrial location, market areas, and urban economic growth are analyzed. Attention is also given to several policy issues including poverty housing, education, pollution, transportation, crime, and zoning. Prerequisite: 105.

313 Social Control of Business. Relationships between government, business and society. Both the institutional and theoretical aspects of governmental intervention in economic life examined. Prerequisite: 105.

315 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.

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 is 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.

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 in 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 or 106.

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.

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.

Topics in Global Economies. This course provides an introduction to the major changes in the global economy in the twentieth century. It will devote particular attention to comparative analysis of national economic institutions and performance and business conditions, as well as prominent international institutions such as the International Monetary Fund, World Bank, and World Trade Organization. Knowledge of microeconomic and macroeconomic analysis (Econ 105 and 106) will be presumed and applied to global economic flows and national institutions. Selection of countries and case studies from advanced and developing countries will vary according to recent economic developments. Prerequisites: 105 and 106.

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.

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.

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.
Economics of Low-Income Countries. This course analyzes economic development issues in low-income countries. Attention is given to several key issues including agricultural and rural development, population growth, human capital, international trade, foreign resource flows, the role of the public sector, and environmental quality. Prerequisite: 105.

International Trade. 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.

International Monetary Economics. How do fiscal and monetary policy choices change as a country’s economy opens more and more to international trade and capital flows? This question and others of international importance will be analyzed with an open-economy, macroeconomic framework. Topics to be explored will include: the foreign exchange market under both fixed and floating exchange rate regimes; the balance of payments, output, prices, and income in an open economy; the international monetary system; and the macro issues of economic development and transition. Prerequisite: 106 or equivalent.

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.

Mathematical Economics. Sets, functions, limit derivatives, optimization, and some fundamentals of linear algebra. High school algebra background required. Prerequisites: 105 and Phase 1.

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.

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.

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.

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

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STEPHEN VOGT, Ph.D.,
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Washington University

JOSEPH Vu, Ph.D., C.F.A.,
Associate Professor
University of Chicago
DR. WILLIAM M. SCHOLL CHAIR IN FINANCE

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

THE CAMPBELL FINANCE SCHOLARSHIPS

Each spring, the Finance Department awards three Brian Campbell Finance Scholarships to finance majors who will be graduating seniors at the beginning of the following academic year. Each scholarship award of $4,500 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 $2,000 to a 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.

FINANCIAL MANAGEMENT ASSOCIATION STUDENT CHAPTER

The Financial Management Association is an international organization consisting of professors and business executives. The FMA sponsors student chapters at hundreds of universities. The DePaul Chapter is run by elected student officers and a faculty advisor. The FMA is open to all finance majors.

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. It is strongly suggested that students complete these required courses before taking advanced 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 and can choose electives from any area.

I. CORPORATE FINANCIAL MANAGEMENT

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

III. BANKING AND FINANCIAL INSTITUTIONS
Finance: 321 Monetary and Fiscal Policy I; 322 Monetary and Fiscal Policy II; 331 Money and Capital Markets.

IV. REAL ESTATE
Finance: 350 Real Estate Analysis; 352 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. See page 17.

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 Variably.

320 Money and Banking. Study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals. Prerequisite: declared Finance major. Offered every term.
321 Monetary and Fiscal Policy I. Shows how the government works through the money markets and the banking system to influence economic activity. Demonstrates the difficulties inherent in achieving goals through microeconomic policy, both in the definition of the goals and in the implementation of policy tools. Prerequisite: 320 or permission. Offered variably.

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

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

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


337 Options. Development and application of the theory of option pricing. Emphasis is placed on the valuation of stock options using current valuation models. Significant empirical studies of option pricing are also reviewed. Prerequisites: 320 and 330. Offered variably.

339 Financial Futures. Financial futures offer a market participant a means for hedging against interest rate risk. As interest-rate volatility has increased in recent years, the financial futures markets have become a major factor in the financial-market spectrum. This course develops a fundamental understanding of the futures markets; including (1) the mechanics of the market, (2) hedging applications, (3) theory of futures market pricing, and (4) the relation between interest rate movements in the underlying markets and the associated futures markets. Prerequisites: 320 and 330. Offered variably.

340 International Finance. Capital movements, gold flows, foreign exchange elasticities, restrictive exchange and trade practices, international monetary organizations and problems engendered by conflicting internal economic policies. Prerequisites: 310, 320; 311 suggested. Offered every term.

350 Real Estate Analysis. The role of real estate in the U.S. economy and financial system. An introduction to essentail financial, valuation, and investment characteristics 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 midlemen 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 Variably.

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 Variably.

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 Variably.

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

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

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

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 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. Students may choose between 391 or 392 and 394 or 395. Two 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. **Prerequisite:** 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, John Burton, Ray Coye, Lisa Gundry, Tom Kewley, John Mathys, Michael Miller, Tom Mondschein, Suzanne O’Curry, Laura Owen, Gerhard Plaschka, Bill Poppei, and Owais Succarri. They can be reached through the Undergraduate College of Commerce.

INTERDISCIPLINARY COMMERCE STUDIES COURSES (ICS)

200 Introduction to Business. This course is intended for and open only to non-business majors. The course will develop an understanding of the role of the major functional areas of business as well as ethical considerations, the globalization of business and the role of entrepreneurship. Consideration will be given to the possible career opportunities in each of the functional areas studied.

201 Personal Financial Decision Making. This course is intended for and open only to non-business majors. Students will be exposed to a wide variety of money-related topics, with an aim to familiarize the participants with everyday financial issues.

202 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 I. 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.

INTERNATIONAL BUSINESS MINOR

The International Business Minor is available to Commerce students only. A student must be able to demonstrate that he or she has the equivalent of two years of college coursework in a modern foreign language upon completion of the minor. Each option is structured to accommodate differing levels of ability in a modern foreign language. Students who fall in more than one category may choose between or among the options, but credit for language study beyond the second year of college level language courses does not count toward the International Business Minor.
A Commerce student may obtain an International Business Minor in one of the following three ways:

**Option 1**—For any student: Three language courses as part of the IP requirement; three additional language courses in the same language; one course chosen from ECO 361, ECO 362, ECO 333 or PSC 344; two international business courses one of which may be an International Business Seminar if it is in a region where the language is spoken.

**Option 2**—For students with at least one year of college study in a modern foreign language: Three language courses as part of the IP requirement; three area studies courses pertaining to the general geographic area where the language is spoken; one course chosen from ECO 361, ECO 362, ECO 333 or PSC 344; two international business courses one of which may be an International Business Seminar if it is in the same geographic area.

**Option 3**—For students with two or more years of a modern foreign language: Three area studies courses as part of the IP requirement; three additional area studies courses in the same general geographic area; one course chosen from ECO 361, ECO 362, ECO 333 or PSC 344; two international business courses one of which may be an International Business Seminar if it is in the same geographic area.

**SPANISH BILINGUAL PROFESSIONAL PREPARATION PROGRAM**

**UNDERGRADUATE BUSINESS MAJOR OPTION**

The International Studies Program of the College of Liberal Arts and Sciences, in cooperation with the College of Law and the Graduate School of Business, has developed a Spanish Bilingual Professional Preparation Program.

This program permits students to take a substantial portion of their coursework at DePaul in Spanish. Under the program, students may major in International Studies, Latin American Studies or in any business discipline offered by the College of Commerce. For more information, please contact:

Dr. Robert Rotenberg, Director
International Studies Program
DePaul University
2320 N. Kenmore Avenue
Chicago, IL 60614-3298
773/325-7460
The Department of Management provides a curriculum of interrelated courses and learning experiences that focus on how to deal with complex and ill-defined management issues across functional business areas. The rigors of uncertainty and ambiguity in contemporary global organizations require that students exhibit a high degree of skill in analysis; synthesis and conceptual ability. Management faculty members develop in students a greater understanding of the problem-solving approaches and techniques that allow decision-makers to optimally coordinate the endeavors of people toward the achievement of goals in changing organizations. Emphasis is given to the relevance of issues confronting today's organizations, such as: managing in the global economy, the social responsibility of business, management of total quality, employee empowerment, team performance and compensation, new venture creation, and the resolution of conflict within and among organizations.

Generally, management graduates obtain entry-level positions, in manufacturing and service oriented industries, as consultants, business analysts, market/industry researchers, account executives, and assistant managers. Most of our graduates obtain employment in Chicago based small to mid-sized firms and Fortune 1000 firms.

**FACULTY**

**GERHARD R. PLASCHKA, Ph.D.,**  
Associate Professor and Chair  
Vienna University of Economics

**ADNAN J. ALMANEY, Ph.D.,**  
Professor  
Indiana University

**ABDUL J. ALWAN, Ph.D.,**  
Professor  
University of Chicago

**JAMES A. BELOHLAV, Ph.D.,**  
Associate Professor  
University of Cincinnati

**KEN BOYER, Ph.D.,**  
Assistant Professor  
The Ohio State University

**CARL BRIDGES, Ph.D.,**  
Lecturer  
Northern Illinois University

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

**RAY W. COYE, Ph.D.,**  
Associate Professor  
University of Oregon

**ALEXANDER DEVIENCE, J.D.,**  
Associate Professor  
Loyola University

**DAVID E. DREHMER, Ph.D.,**  
Associate Professor  
Illinois Institute of Technology

**BRIAN ENRIGHT, M.B.A.,**  
Lecturer  
University of Illinois

**TRACY EPPS, M.A.,**  
Lecturer  
DePaul University

**MARCI FEIDEN, M.B.A.,**  
Lecturer  
DePaul University

**FRANK FIORITO, M.B.A.,**  
Lecturer  
DePaul University

**PIERRE FORTHOMME, M.A.,**  
Lecturer  
Institut D'Etudes Politiques De Paris

**SAMUEL B. GARB, J.D.,**  
Assistant Professor  
University of Illinois

**EDWIN A. GIERMAK, M.B.A., C.A.S.,**  
Adjunct Professor  
DePaul University

**JACK H. GROSSMAN, Ph.D.,**  
Professor Emeritus  
Loyola University

**LISA K. GUNDY, Ph.D.,**  
Associate Professor  
Northwestern University

**DAN HEISER, M.B.A.,**  
Assistant Professor  
Indiana University

**DENISE JOHNSON, M.B.A.,**  
Lecturer  
Marquette University

**ROBERT JONES, M.B.A.,**  
Visiting Assistant Professor  
Georgia State University
LAURA KELLOGG, Ph.D.,
Lecturer
Princeton University

JILL KICKUL, M.B.A.,
Visiting Assistant Professor
DePaul University

DANIEL J. KOYS, Ph.D.,
Associate Professor
Cornell University

CRAIG LASSEIGNE, M.B.A.,
Lecturer
DePaul University

HELEN N. LAVAN, Ph.D.,
Professor
Loyola University

SAMUEL MANELLA, J.D.,
Lecturer
DePaul University

MICHAEL MARASCO, M.B.A.,
Lecturer
Harvard University

NICHOLAS J. MATHYS, Ph.D.,
Professor
Illinois Institute of Technology

STACY McAfee, M.B.A.,
Lecturer
DePaul University

DONALD R. MCNEELEY, Ph.D.,
Lecturer
Columbia Pacific University

MICHAEL A. MURRAY, Ph.D., J.D.,
Professor
University of Illinois

DOMINIC G. PARSI, Ph.D.,
Professor Emeritus
Northwestern University

ROBERT PERKOVICH, J.D.,
Lecturer
John Marshall Law School

LAURA PINCUS, J.D.,
Associate Professor
University of Chicago

MARGARET POSIG, Ph.D.,
Assistant Professor
DePaul University

PAUL RAND, M.B.A.,
Lecturer
DePaul University

ROBERT RIGG, Ph.D.,
Lecturer
University of Michigan

LEO V. RYAN, C.S.V., Ph.D.,
Professor
St. Louis University

STUART SIDLE, Ph.D.,
Lecturer
DePaul University

DANIEL SMITH, M.M.,
Lecturer
Northwestern University

GARY SMITH, M.B.A.,
Lecturer
Marquette University

JAMES E. STARUCK, J.D.,
Assistant Professor
Chicago-Kent College of Law

OWAIS R. SUCCARI, Ph.D.,
Associate Professor
University of Louvain

RON SZOPA, J.D.,
Lecturer
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KENNETH R. THOMPSON, Ph.D.,
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University of Nebraska

SUSAN TYNAN, M.S.,
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Loyola University

FRANK URBAN, J.D.,
Lecturer
Loyola University

ROHIT VERMA, Ph.D.,
Assistant Professor
University of Utah

CRAIG WATTERS, Ph.D.,
Lecturer
Northwestern University

HAROLD P. WELSCH, Ph.D.,
Professor and Coleman Foundation
Endowed Chair in Entrepreneurship
Northwestern University

ALAN WOHLMAN, Ph.D.,
Lecturer
Princeton University

EARL C. YOUNG, Ph.D., C.P.I.M.,
Professor Emeritus
Northwestern University
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 (8 courses); (3) receive at least a C- in Management 300 and 301 provided the cumulative G.P.A. in all Management courses is not less than 2.0; and (4) transfer students must have completed 28 hours of credit at DePaul University. The student is required to declare a major by the end of his/her junior year.

PROGRAM REQUIREMENTS

All students in the College of Commerce are required to take three courses offered by the Department of Management: Managerial Concepts and Practices I (MGT 300), Managerial Concepts and Practices II (MGT 301), and ISS 394 Entrepreneurship Strategy or ISS 395 Management Strategy. Students majoring in Management are required to take an additional six management courses. Although management faculty encourages students to tailor the program to their specific needs and interests, three courses are required for all majors. For the remaining three courses students may consider one of the suggested career orientations or seek career counsel before deciding on their customized course sequence.

Required courses:
302 Organizational Behavior
307 Human Resource Management
322 Management of Quality

CAREER ORIENTATIONS AND COURSES

The Entrepreneurship career orientation is characterized by its contemporary, integrative approach to management of emerging firms. It is designed for students who seek to be entrepreneurs in start-up ventures, operate family businesses or work as entrepreneurial change agents within a corporate setting.
360 Leadership
370 Business Plan Development
371 Family Business Enterprises

Advising faculty: Dr. Lisa Gundry, Jill Kickul, Dr. Margaret Posig, and Dr. Harold Welsch

The Human Resource Management career orientation is designed to meet the needs of students who desire to obtain entry-level positions in human resources. Human resource professionals add value to their organizations by understanding how the business operates and through the design and implementation of human resource activities to meet changing organizational needs.
320 Training and Career Development
330 Recruitment and Selection
335 Compensation

Advising faculty: Dr. Dan Kays, Dr. Helen LaVan, Dr. Nicholas Mathys, and Dr. Kenneth Thompson

The Operations Management career orientation stresses operations as an integrated function and focuses on the design and management of productive systems in a firm’s core competence. Typically, graduates obtain entry-level positions in purchasing or quality control functions.
315 Materials Management
323 Principles of Purchasing Management
345 Service Sector Management

Advising faculty: Dr. Jabbar Alwan, Dr. Kenneth Boyer, Dr. Ray Coje, Dr. Dan Heiser, and Dr. Rohit Verma

Other courses:
For a complete, regularly updated course list please check the worldwide web homepage at http://www.depaul.edu/~mgt/.
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.

COMPLEMENTARY PROGRAMS

The Department of Management also offers an Internship & Management Consulting program (MGT 393), directed by Adjunct Professor Ed Giermak.

The Institute for Business & Professional Ethics provides ethics-related resources to students and business professionals in order to foster ethics-based discussions and explorations. The Institute sponsors conferences, guest speakers, student and faculty research projects and other related programming. Prof. Laura Pincus serves as the Institute’s Director.

Managing creativity and innovation is considered by Fortune 500 companies as one of the most admirable characteristics for employees, executive teams, and investors. The Center for Innovation & Creativity helps individuals and teams to become more creative in problem solving, and enables organizations to surmount the barriers to creativity that stand between performance and successful innovation. It also sponsors the Annual Entrepreneurship Creativity Contest. Dr. Lisa Gundry serves as the Center’s director.

The Management Department also offers “Camp Entrepreneur” directed by Dr. Lisa Gundry. This program is designed to help young women recognize their ability to run their own businesses. Camp Entrepreneur has received the prestigious Leavy Award for Excellence developed by the National Education Center for Women in Business.

COLEMAN FOUNDATION ENDOVED 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.

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 302 Organizational Behavior, 307 Human Resource Management, 322 Management of Quality and one management elective. 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.
NON-COMMERCE STUDENT MINOR
A student who is majoring in a discipline other than commerce may obtain a minor in Management by completing: 300 Managerial Concepts and Practices I; 301 Managerial Concepts and Practices II; and four of the following six: 302 Organizational Behavior; 307 Human Resource Management; 322 Management of Quality; 370 Business Plan Development; 371 Family Business Enterprises; ICS 200 Introduction to Business. 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. The following courses may be taken only upon completion of all Phase I courses. See page 17.

MANAGEMENT

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. Prerequisite: 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 every term.

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 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 variably.

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 variably.

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 every term.

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 variably.

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

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 variably.

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 variably.
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.

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

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 variably.

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 variably.

International Business. 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 variably.

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 variably.
361 **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. **Prerequisite:** 300. Offered variably.

370 **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 variably.

371 **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 live family business cases are examined in depth and family business owners serve as invited speakers. **Prerequisites:** Management 300, 301. Offered variably.

393 **Internship and Management Consulting Program.** Students encounter real work experience improving linkages between classroom efforts and the business world. **Prerequisite:** Phase I, Management 300, and permission.

398 **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.

399 **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.
BUSINESS LAW

201  **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.

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**

**PETR G. CHADRABA, PH.D.**,  
Associate Professor, Interim Chair  
and Director Kellstadt Center for  
Marketing Analysis and Planning  
University of Nebraska

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**HILDA C. WASSON, D.B.A.**,  
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**D. JOEL WHALEN, PH.D.**,  
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DEPARTMENT OF MARKETING

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; 359 Advanced Marketing Management; and four marketing electives. A student may choose to take 393 Marketing Internship 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 7500, 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 electing courses such as Marketing 320 Principles of Advertising; 331 Retail Management; 352 New Product Management; 360 International Marketing; 365 Business to Business; 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 Business to Business; 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 select requirements of the Liberal Studies Program, combined with Advanced Level Electives, to build an International Business Option. The following courses are recommended:

- Economics: 360 Economics of Low-Income 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; Global Entrepreneurship
- 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 dispersion of a sales staff; distribution channel coordination through business-to-business advertising and promotional tactics; telemarketing and direct marketing techniques.

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

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; 365 Business to Business; 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.

**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; 359 Advanced Marketing Management; 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 17.

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 class, 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.

359 Advanced Marketing Management. 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.
Business to Business (formerly 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.

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

Service Marketing. This course will explore the identifying characteristics of service marketing as compared and contrasted with product marketing. The conceptual differences in marketing of intangibles vs. tangible offerings to the market will be emphasized. The course will consist of lecture, discussion, readings and cases. Prerequisite: 310. Offered variably.

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.

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

Independent Study. Available to students of demonstrated capability for intensive independent work in marketing. Prerequisite: Written permission of supervising faculty member, chair and director of 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 I

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.
COLLEGE OF
LIBERAL ARTS
AND SCIENCES
ADMINISTRATION

MICHAEL L. MEZEY, PH.D.,
Dean

CAROLYN NARASIMHAN, PH.D.,
Associate Dean for Grants,
Research and College Development

CHARLES SUCHAR, PH.D.,
Associate Dean for
Undergraduate Studies

JACQUELINE TAYLOR, PH.D.,
Associate Dean for
Graduate Studies

PATRICIA A. ROSAN HUERTA, M.ED.,
Assistant Dean

MARILYN WOITEL, B.MUS.,
Administrative Assistant to the Dean

LINDA GRECO, B.A.,
Director of Publications
and Special Events

VICTORIA SIMEK, M.A.,
Project Coordinator

LYNDA FLAIG, M.A.,
Room Coordinator

UNDERGRADUATE OFFICE

GERALD PAETSCH
Senior Academic Advisor

TERRY MCCORMICK, B.A.,
Academic Advisor

NOLAN WADE, B.A.,
Academic Advisor

DOROTHY WASHINGTON-CALVIN, M.A.,
Academic Advisor

CAROL GOODMAN-JACKSON
Operations Manager

FAYE BRACEY
Office Manager

INTERNSHIP OFFICE

CHRISTOPHER MOBLEY, PH.D.,
Coordinator of Internships
ACADEMIC DEPARTMENTS AND PROGRAMS

LIBERAL ARTS AND SCIENCES

American Studies
Anthropology
Art
Biological Sciences
Catholic Studies
Chemistry
Clinical Laboratory Science
Communication
Comparative Literature
Economics
English
Environmental Science
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
Public Policy Studies
Religious Studies
Social Sciences
Sociology
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 33 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, some programs 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 414 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 421 of the Bulletin.

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 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. 8 for further details.)
CURRICULUM

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

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

- American Studies
- Anthropology
- Art
- Biological Sciences
- Catholic Studies
- Chemistry
- Clinical Laboratory Science
- Communication
- Economics
- English
- Environmental Science
- Geography
- History
- International Studies
- Jewish Studies
- Latin American Studies
- Mathematical Sciences
- Modern Languages (French, German, Italian, Japanese Studies and Spanish)
- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Public Policy Studies
- Religious Studies
- Social Science
- Sociology
- 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 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 arts, the behavioral and social sciences, philosophy, religious studies, the natural sciences, and mathematics.

The student’s course of study in the major field in turn consists of two parts: a program of major field courses and a number of supporting or allied fields requirements. The major field program generally is built upon a set of core courses and a specialized “concentration” designed for career preparation. The number of courses required for a major varies by department. Most students go beyond the minimum requirements, electing additional courses which
both broaden and deepen their understanding of their chosen discipline.

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

MINOR

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

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

American Studies (p. 79)
Anthropology (p. 81)
Art (p. 86)
   Studio Art
   Art History
   Graphic Design
   Media Arts

Biological Sciences (p. 98)

Catholic Studies (p. 105)

Chemistry (p. 117)

Communication (p. 126)
   General Communication
   Journalism
   Language and Culture
   Communication Studies
   Media Studies

Comparative Literature (p. 132)

Economics (p. 137)

English (p. 144)
   Literature
   Creative Writing
   Professional Writing

Geography (p. 154)

History (p. 163)

International Studies (p. 185)

Latin American and Latino Studies (p. 193)

Mathematics (p. 198)
   General Mathematics
   Statistics

Modern Languages (p. 213)
   Chinese Studies
   French
   German
   Italian
   Japanese
   Japanese Studies
   Spanish

Philosophy (p. 237)

Physics (p. 244)
   General
   Microelectronics

Political Science (p. 251)
   American Politics
   International Politics

Psychology (p. 261)
   Experimental
   Industrial/Organizational
   Applied

Religious Studies (p. 275)
   Cultural Studies in Religion
   General Religious Studies
   Women, Religion and Spirituality
   Specialized

Sociology (p. 286)
   Cultural Studies
   General Sociology
   Health and Human Services
   Juvenile Justice
   Law and Society
   Urban Sociology

Women's Studies (p. 298)
MINORS IN THE COLLEGE OF COMMERCE

Students enrolled in the College of Liberal Arts and Sciences may obtain a minor in pre-MBA, Accounting, Economics, Management or Marketing. The prerequisite to all Commerce minor field courses is pre-calculus. In order to officially declare a Commerce minor, you must complete a Commerce Declaration of Minor form available in the LASS Undergraduate Office (SAC 481) or in the College of Commerce Undergraduate Office (Suite 8500 DePaul Center). If you would like to discuss the Commerce minors, please call (312) 362-5358 to schedule an appointment with a Commerce advisor.

PRE-MBA


ACCOUNTING

Prerequisite: course equivalency of pre-calculus and statistics.

ACC 101 Principles of Accounting I; ACC 103 Principles of Accounting II; ACC 203 Cost and Managerial Accounting I; ACC 204 Intermediate Theory; ACC 206 Intermediate Theory II; ACC 380 Taxes I.

ECONOMICS

ECO 105 Principles of Microeconomics; ECO 106 Principles of Macroeconomics; 4 Economic electives or ICS 200 Introduction to Business and 3 Economics electives.

MANAGEMENT

MGT 300 Managerial Concepts and Practices I; MGT 301 Managerial Concepts and Practices II; Students should select four from the following: MGT 302 Organizational Behavior; MGT 307 Human Resources Management; MGT 322 The Management and Measurement of Quality; MGT 370 Business Plan for Entrepreneurs; MGT 371 Family Business Enterprise; ICS 200 Introduction to Business.

MARKETING

Prerequisite: course equivalency of pre-calculus and statistics.

ICS 200 Introduction to Business; MKT 301 Principles of Marketing; MKT 310 Consumer Behavior; MKT 305 Introduction to Marketing Research; 2 Marketing electives.

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, Computer Graphics, Data Analysis, Human Computer Interaction or Information Systems. The prerequisite to all Computer Science, Telecommunications and Information Systems (CTI) minor field courses is pre-calculus. If you would like to discuss these minors, please call (312) 362-8714 to schedule an appointment with a CTI advisor.
COMPUTER SCIENCE MINOR

COMPUTER GRAPHICS MINOR
Mathematics: 140 Discrete Mathematics I, 141 Discrete Mathematics II.

DATA ANALYSIS MINOR
Computer Science: 200 Survey of Computer Technology; 240 Personal Computing; 255 Information Structures and Representations; 260 Client Interface Programming; 323 Data Analysis and Statistical Software I; 324 Data Analysis and Statistical Software II; 328 Data Analysis for Experimenters.

HUMAN-COMPUTER INTERACTION MINOR
Art: 105 Foundation Design.
Human-Computer Interaction: 310 Introduction to HCI; 320 Designing for HCI; 360 Evaluating for HCI.
Psychology: 105 Introductory Psychology I.
Three of the following: ART 113 Three-Dimensional Design (formerly Art 205); ART 305 Advanced Color Design; CSC 329 Computer Graphics I; CSC 339 Computer Graphics II; CSC 371 Survey of Computer Graphics; HCI 322 Multimedia; HCI 330 Prototyping for HCI I; HCI 331 Prototyping for HCI II; PSY 380 Industrial and Organizational Psychology; PSY 383 Engineering Psychology.

INFORMATION SYSTEMS MINOR
Human-Computer Interaction: 301 User-Interface Design.

MINOR IN EARLY CHILDHOOD EDUCATION
Students enrolled in the College of Liberal Arts and Sciences may obtain an minor in Early Childhood Education by completing seven of the eight courses listed below: Early Childhood Education: 275 Early Childhood Assessment; 286 Creative Arts; 290 Child Growth and Development; 302 Child Family and the Urban Environment; 303 History and Philosophy of Early Childhood Education; 307 Speech and Language of Early Childhood Education; 309 Exceptional Child Growth and Development; 310 Preprimary Programs: Curriculum and Strategy.

MINOR IN THEATRE STUDIES
Students enrolled in the College of Liberal Arts and Sciences may obtain a minor in Theatre Studies. Students complete a minor by completing six theatre studies courses chosen in consultation with a theatre studies advisor. Please contact the Theatre School to make an appointment to meet with a theatre studies advisor.
LIBERAL STUDIES PROGRAM

The student's course of study in the Liberal Studies Program is 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. In general, students may not take courses in their major for liberal studies credit. Exceptions to this policy are the junior year experiential learning requirement and the senior year capstone requirement. 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 or her major. See course reduction below.)

In addition to the 32 quarter hours required in the liberal studies core, all students in the college are required to complete 52 quarter hours distributed through 6 learning domains in departments or schools designated by the Liberal Studies Program. For information concerning the purposes and curriculum of the Liberal Studies Program, consult page 6 of the Bulletin. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) Intercontinental or comparative.
MODERN LANGUAGE OPTION
The Modern Language Option is available to all 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 two domain courses and one open elective. Students may use the Modern Language option to reduce their requirements by one course among two of the following combinations of learning domains: Philosophical Inquiry or Religious Dimensions; Understanding the Past or Self, Society, and the Modern World; Arts and Literature or Scientific Inquiry. Please see your advisor for additional information about modern language course placement.

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

COURSE REDUCTION
While the equivalent of 23 courses is listed in the Liberal Studies section, only 21 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 one rather than three courses in Self, Society and the Modern World. In addition, students who place into calculus on the placement exam or those students whose program of study requires calculus are exempt from the quantitative reasoning requirement.

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. The student should be certain to consult an academic advisor before taking courses in the Liberal Studies Program. Academic advisement is an integral part of the Liberal Studies Program and necessary for integrating the program with the requirements of the student's major field.

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

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

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

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

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 on 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. Mockaitis (History), Dr. Kozlowski (History), Dr. Fahrenbach (English), and Dr. Larrabee (Philosophy).

PREMED STUDY

Medical schools recognize the importance of broadly educated individuals. Prospective applicants should therefore possess a strong foundation in the natural sciences (biology, chemistry, physics and mathematics), demonstrated communication skills, and a firm background in the humanities and social sciences.

The minimum requirements in the natural sciences for application to most medical schools include a year of biology, two years of chemistry and a year of physics. These should be rigorous courses intended for the science major, and each should have a strong laboratory component. At DePaul, these requirements are fulfilled with the following courses: General Biology - Bio 101, 102 and 103; General Chemistry - Che 111, 113 and 115; Organic Chemistry - Che 121, 123 and 125; and General Physics - Phy 150, 151 and 152. While pre-med students are not required to major in the sciences, the non-science major is encouraged to take additional courses in biology, biochemistry and mathematics. For additional information, contact Dr. Leigh A. Maginniss (Biology).
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)
Dublin, Ireland (Autumn)
Budapest, Hungary (Autumn)
Harare, Zimbabwe (Autumn)
Madrid, Spain (Autumn)
Osaka, Japan (Autumn)
Merida, Mexico (Winter)
Athens, Greece (Autumn and/or Winter/Spring)
Sheffield, England (Winter/Spring)
Paris, France (Spring)
Bonn, Germany (Spring)
Nagoya, Japan (Spring)
Krakow, Poland (Autumn)

EXCURSIONS
London, England (December)
Malta (December)
Marrakech, Morocco (December)
Nogales, Mexico (December, 1998)

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 530.
American Studies is an inter- and multi-disciplinary field that asks the question: "What does it mean to be an American?" To answer that question, students examine the values, patterns, and institutions that inform American culture and experience. 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 art, culture, economics, geography, history, literature, music, philosophy, politics, religion, and society.

Because American Studies emphasizes reading, writing, research, discussion, and critical thinking, it is an excellent major or double major for students continuing to graduate or professional schools or seeking careers throughout the private and public sectors. Graduates have gone on to work in community development, computer science, education, human and social services, international development, law, libraries, politics, and public service.

FACULTY

Carol Klimick Cyganowski, Ph.D.,
Program Director
Associate Professor (English)
University of Chicago

Jim Block, J.D.,
Lecturer (Political Science)
New York University

John D. Burton, Ph.D.,
Lecturer (History)
College of William and Mary

Ellen Eslinger, Ph.D.,
Associate Professor (History)
University of Chicago

Rosemary Gooden, Ph.D.,
Assistant Professor (History)
University of Michigan

Hugh J. Ingrasci, Ph.D.,
Associate Professor (English)
University of Michigan

Geoff H. Johnson, M.A.,
Lecturer (English)
DePaul University

Laura J. Owen, Ph.D.,
Associate Professor (Economics)
Yale University

Marjorie P. Piechowski, Ph.D.,
Lecturer
University of Wisconsin, Milwaukee

Mark Pohlad, Ph.D.,
Assistant Professor (Art)
University of Delaware

Lucy Rinehart, Ph.D.,
Assistant Professor (English)
Columbia University

Eric Murphy Selinger, Ph.D.,
Assistant Professor (English)
University of California, Los Angeles

BACHELOR OF ARTS

Liberal Studies Program

In addition to the 32 quarter hours required in the liberal studies core, all students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in American Studies. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program, one of which must be ENG 120.
Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component. 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 8 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 4 quarter hours required. Course must be from an area outside of the United States.

Although study in American Studies contributes to a student's liberal education, courses offered by the department of American Studies are not applied towards liberal studies requirements for the American Studies major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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 two domain electives.

PROGRAM REQUIREMENTS

FOUNDATION REQUIREMENTS

During their sophomore year, students in this major should take the following sequence of courses: 201 Colonial America to 1815; 202 The American Identity, 1815-1910; and 203 Modern America, 1900-present.

CONCENTRATIONS

Students choose from among the following six concentrations: Cultural History and Literature; Nature, Environment and Culture; Politics, Institutions and Values; Popular Culture; Race and Ethnicity; and Work, Technology, Society. 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 the concentration and the electives, 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 1815; 202 The American Identity, 1815-1910; 203 Modern America, 1900-present; 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.

150  Perspectives on America. This course explores a variety of perspectives on what it means to be an American in the modern world, looking through several polarities: urban and suburban life, localism and globalism, high culture and mass culture, corporate society and populism. Considerations of various media such as television, movies, and newspapers, as well as study of artifacts.

201  Colonial America to 1815. 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, 1815-1910. 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-present. 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.
Anthropology is the comprehensive study of humanity, focusing on people in all places and at all points in time. It seeks to understand similarity and difference among cultures and humans as a species. This is partly achieved by studying other cultures and people in order to learn more about one’s own culture and themselves. The Anthropology Program offers a minor that enhances many undergraduate degrees, providing a strong supplement to behavioral and physical science majors, majors in the humanities, business, and foreign language. Courses in the program engage students in the analysis of beliefs, values, and behaviors from a perspective that is holistic, based on cross-cultural comparison, and views culture relativistically.

Careers benefiting from a background in anthropology include marketing, advertising, human resources, public relations, research, health care, law, and public policy. It can strengthen preparation for work with an international focus. Students planning for graduate training in anthropology will be advised toward a major that, combined with the anthropology minor, provides a preparatory curriculum for graduate study.

FACULTY

LARRY W. MAYO, PH.D.,
Associate Professor and Director
University of California, Berkeley

SUSAN RAMIREZ, PH.D.,
Professor (History)
University of Wisconsin, Madison

KAY A. READ, PH.D.,
Associate Professor (Religious Studies)
University of Chicago

ROBERT ROTENBERG, PH.D.,
Professor
University of Massachusetts, Amherst

ANTHROPOLOGY MINOR

The minor in anthropology requires completion of six courses (24 credit hours). Required courses are: one from 102, 103, or 109; and either 386 or Soc 382. Ant 102, 103 or 109, should be taken before 386 or Soc 382. The remaining four courses may be selected from within the program or the list of electives from other departments, taking at minimum one course with a regional focus. Students are strongly encouraged to successfully complete one year beyond the minimum required to satisfy the college’s Modern Language requirement.

COURSES

TOPICAL

102 Cultural Anthropology (formerly SOC 102). An introduction to current anthropological theories and methods for understanding human cultures from a comparative perspective; includes an analysis of human institutions such as religion, politics, and kinship, and the forces that change them in a variety of societies, small and large scale.

103 Archaeology (formerly SOC 215). An exploration of the science of archaeology, the study of past human behavior through material remains. Examines the ways archaeologists gather data and the methods used to analyze and interpret these data to learn about the past and how human societies evolved.

109 Food and Culture. Explores the concept of culture by focusing on people’s knowledge of food; it examines the local sameness and global peculiarity of people’s food preferences, considering tastes and environmental impacts, health implications, dietary restrictions, and other social impacts.
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.

316 Applied Anthropology (cross-listed as SOC 416). Studies the organized interaction between practicing anthropologists and policy-making bodies, private and public; the application of anthropological theories and research toward the solution of human problems. (Recommended for sophomore level or above).

317 Anthropology of Communication. Explores the human capacity to symbolize; surveys such topics as non-human communication, the history and geography of language, variation in language and speech behavior in society, and analysis of symbolic systems.

318 Culture Change in the Developing World. Examines various processes of sociocultural change, with emphasis on peoples undergoing or emerging from cultural, political, or economic oppression.

320 Human Diversity (formerly SOC 216 Biology and Culture). Explores the interrelationships between culture and biology in the shaping of social life, including human evolution, sexual differences, "race," and other aspects of human variation.

346 Urban Anthropology (cross-listed as SOC 421). Theories and methods of contemporary anthropology and other fields are used to analyze cities and urban life. Cross-culturally explores the processes of urbanization, urbanism (urban culture, subcultures, and ethnic lifestyles), and the notion of images of cities. (Recommended for sophomore level or above.)

356 Urban Ethnography (formerly SOC 356.) Examines the city as a type of human settlement, focusing on the different forms, functions, images, and ideological perceptions of cities over time and across a number of different cultures.

390 Special Topics in Anthropology. Variable topics in anthropology intended for advanced students. Explores special aspects or areas of anthropology based on particular interests and expertise of the instructor; course content and title will vary with the instructor. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

395 Seminar in Anthropology. In-depth examination of selected topics in sociocultural anthropology, based either on a geographic area or theoretical theme. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change. Prerequisite: 102.

REGIONAL COURSES

210 African Cultures (formerly SOC 300 Regional Ethnology: Africa). Survey of the people and cultures of Africa. Analysis of beliefs, customs, and social organization of traditional African cultures, and the forces of sociocultural change that have affected traditional patterns of life and are necessary to understand contemporary African societies.

220 Cultures of Europe (formerly SOC 300 Regional Ethnology: Peoples of Europe). Explores the cultural features of the European experience using ethnographic sources. Focuses on European life at the local level, examines the implications of European Community integration on peoples’ lives in various countries, and explores causes of conflict within and between national boundaries.
230 Cultures of the Pacific (formerly SOC 300 Regional Ethnology: The Pacific Islands). Explores traditional and contemporary cultures of the Pacific. A survey of Oceanic cultures from Australia, Melanesia, Micronesia, and Polynesia; consideration of the geography and geology of Pacific islands; and analysis of the history of contact between Pacific island peoples with Westerners and the consequences for life in the contemporary Pacific.

METHOD AND THEORY

386 Cultural Analysis (cross-listed as INT 204). Introduction to cultural analysis, the interplay between the knowledge people have of the world and their actions in it; explores the rudiments of culture theory needed to draw distinctions between analytical stances; examines how the rhetoric of the research report changes as different analytical stances are selected.

ELECTIVES FROM OTHER DEPARTMENTS

HST 304 Ethnohistory.

HST 402 Colloquium in Latin American History: Cross-Cultural Contact and Conflict in Historical Perspective. Focuses on inter-cultural relations in Latin America from the 15th-20th century. Topics include Indian-Spanish relations during the exploration era, the institutions of imperialist domination, and the process of becoming “Indian” and peasant. Readings cover Peru, Mexico, Colombia, and Brazil. (To be taken as ANT 390 and recommended for junior level or above. Prerequisite: one 300-level course in Latin American history or consent of the instructor.)

HST 402 Colloquium in Latin American History: Chronicle Literature as Sources for Ethnohistory. Courses examines sixteenth and seventeenth century chronicles as sources of Andean and Mexican history. Chronicles will be compared and contrasted to other sources, such as archaeological reports, juridical and administrative documents, and modern ethnography. (To be taken as ANT 390 and recommended for junior level or above. Prerequisite: one 300-level course in Latin American history or consent of the instructor).

REL 261 Religions of Native North America.

REL 264 Building Through Resistance: Religions of Colonized Peoples.

REL 360 History, Myth and Religion in Precenquest Mesoamerica.

SOC 240 Introductory Statistics for the Social Sciences.

SOC 331 Sociological Theory.

SOC 382 Qualitative Methods Prerequisite: Soc 101, Ant 102, Ant 109, or consent of the instructor.
The Department of Art offers a general curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage and the application of these values to the future.

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.

Four areas of concentration are offered: 1) a studio practice concentration designed to develop artistic skills and abilities in painting and sculpture, 2) a history of art concentration designed to develop proficiency in the historical analysis and theory of art, 3) a concentration in graphic design to develop concepts, design principles and production skills for print and other mass media, and 4) a media arts concentration designed to develop artistic skills in the photographic, videographic and computer arts.

In addition, the department offers a minor in all Studio Art disciplines, Art History, Graphic Design, and Media Arts 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**

Stephen Luecking, M.F.A.,
Professor and Chair
Miami University

Steven Carrelli, M.F.A.,
Lecturer
Northwestern University

Robert Donley, M.F.A.,
Professor
School of the Art Institute of Chicago

Sally Kitt Chappell, Ph.D.,
Professor Emeritus
Northwestern University

Mark Elder, M.F.A.,
Instructor
University of Denver

Steve Harp, M.F.A.,
Lecturer
University of Illinois at Chicago

Paul Jaskot, Ph.D.,
Assistant Professor
Northwestern University

Gerard Lietz, Ph.D.,
Associate Professor
University of Notre Dame

Elizabeth Lillehoj, Ph.D.,
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Columbia University

Marlena Novak, M.F.A.,
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Simone Osthoff, M.F.A., M.A.,
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Bibiana Suarez, M.F.A.,
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Robert Tavani, M.F.A.,
Instructional Associate
Ohio State University

Jodi Unikel, M.F.A.,
Assistant Professor
University of Arizona

Simone Zurawski, Ph.D.,
Associate Professor
Brown University

Mark Zlotowski, M.F.A.,
Instructor
Northwestern University

Catherine Zurybida, M.A.,
Lecturer
University of Chicago
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in art. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 4 quarter hours required.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in art contributes to a student’s liberal education, courses offered by the department of art are not applied towards liberal studies requirements for the art major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

DEPARTMENTAL PROGRAM REQUIREMENTS

GENERAL FOUNDATION

Art: 105 Two-Dimensional Foundations; 113 Three-Dimensional Foundations; 203 Survey of Non-Western Art; Three from the following Western Art surveys: 222 Contemporary Art, 235 Ancient and Medieval Art, 236 Renaissance Art, 237 Baroque and Rococo Art, or 238 19th-Century Art.

I. ART HISTORY CONCENTRATION

General foundation courses plus one studio core course: 110 Beginning Painting or 115 Beginning Sculpture. Plus any six Art History courses on the 300 or 400 Level; 380 Theory and Methodology; and one Special Topics Seminar. Students who specialize in architectural history are recommended to take a minor in Three-Dimensional Design.

II. STUDIO CONCENTRATION

General foundation courses plus five core courses: 106 Beginning Drawing, 110 Beginning Painting, 115 Beginning Sculpture, 206 Intermediate Drawing, 305 Advanced Color Design. Plus 306 Advanced Drawing or 218 Figure Drawing and two capstone courses, 392 Senior Studio Seminar and 394 Professional Practice in the Studio, and one 300 level Art History course. Plus, for students specializing in painting: 210 Intermediate Painting, 310 Advanced Painting and one printmaking course, 229 Introduction to Printmaking, 330 Etching, or 331 Serigraphy; and for students specializing in the sculpture: 213 Three-Dimensional Design, 215 Intermediate Sculpture and 315 Advanced Sculpture.
III. GRAPHIC DESIGN CONCENTRATION


IV. MEDIA ARTS CONCENTRATION


SPECIAL PROGRAMS

PRE-PROFESSIONAL STUDIES

Pre-Professional studies prepare students to enter masters programs in art therapy, art conservation and museum curation, and to enter architecture masters programs designed especially for Art graduates. Since a typical pre-professional course of study comprises a second major in an allied field, the required courses to earn an Art major are reduced to 13: general foundations plus seven courses in either Studio Art or Art History determined in consultation with a faculty advisor. Interested students may contact the Department of Art for more information.

MINOR IN STUDIO ART

A general Studio minor allows students to choose from their own selection of Art studio courses. However, students may elect to specialize in one of the eight media areas below. To earn a minor in a specific medium, students should take at least three courses in that medium with electives in other media to fill out their minor requirements. Studio minors should include at least one Art History course in their program of study. A total of six courses are required, 102 Principles of Art History and/or 104 Creating Art, and four or five courses in the specific media area.

Media specialties: Painting 106, 110, 210 and 212, 310 or 312; or Drawing 106, 206, 207 and 218; or Sculpture 113, 115, 215, and 315 or 213; or Printmaking 106, 229, 330, and 331; or Photography 105, 225, 325 and 328 or 223 or 329; or Graphic Design 105, 260, 261, and 262; or Three-Dimensional Design 113, 213, 304 and 115 or 313; or Computer Art 105, 227, 327, and 329.

MINOR IN ART HISTORY

Six courses are required for a minor in Art History, 102 Principles of Art History and/or 104 Creating Art, 203 Survey of Non-Western Art, and four additional Art History courses. Minors wishing to group their courses around a specialty should confer with the Art History professor in that specialty. Specialties are Architecture, Asian, Modern, Non-Western and Pre-Modern. Art History minors should take at least one studio course in their program of study.
MINOR IN COMMUNICATION

The minor in Communication is specifically designed for students majoring in Graphic Design. Six courses are required: 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. Applications take place two or three times per year. Contact the chair of the Department of Art for information and procedures.

COURSES

All courses carry 4 quarter hours credit unless otherwise noted. Students majoring in Art take the 100 level General Art courses for elective credit only.

GENERAL ART

Students with no previous course work or experience in art are encouraged to take the general art courses prior to taking the regular art courses. Art 102 is the recommended prerequisite for all Art History courses and Art 104 is the recommended prerequisite for all Studio courses.

102 Principles of Art History. An introduction to the art of the Western world from pre-history to the 20th century. Field trips to Chicago art institutions extend the visual traditions and critical methods taught in class lectures and discussions (non-art majors).

104 Creating Art. A studio course that uses visual problems and critical discussions to develop creative and perceptual abilities; relates these abilities to the principles of art in cultural and historic contexts (non-art majors).

203 Survey of Non-Western Art. An examination of the changing social, religious and political roles of visual arts in Non-Western cultures: Asian, Islamic countries, Africa, Oceania, and the Americas, from prehistoric times to the modern period (non art majors and art majors).

204 Visual Communication. A studio course applying visual principles of communication to written presentations using the most common PC graphics programs (non-art majors and art majors).

ART HISTORY

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

222 Contemporary Art. An examination of art from the 1930s to the present day, this course traces the major movements, styles, and artists (Abstract Expressionism, Pop, Postmodernism). Special emphasis on art in Chicago collections.

235 Ancient and Medieval Art. A survey on the principal works of architecture, sculpture, painting, and the industrial arts created in the Mediterranean basin and in Europe from the Paleolithic times to the Gothic age.
236  **Renaissance Art.** A survey on the art in Italy and northern Europe—especially Germany and the Netherlands—from 1300 to 1600, during the Renaissance and Protestant Reformation.

237  **Baroque and Rococo Art.** A survey on the art in Italy and in western Europe, from 1600 to 1790, up to just before the French Revolution.

238  **19th Century Art.** Beginning with Romanticism and extending to Post-Impressionism, a survey of the major painters and sculptors of the early modern period and its shaping cultural events (e.g., the Industrial Revolution).

321  **African and Oceanic Art.** A stylistic and cultural overview of tribal arts in Africa and the islands of the South Pacific.

335  **American Art.** An exploration of art in this country from the Colonial era to Pop Art. Attention is given to the influence of other cultures, to national identity and to American history.

336  **Mexican Art and Architecture.** The history of Mexican art from the Mayan, Aztec, Colonial, Revolutionary and Modern eras. Some sections of this course will engage students in studio problems that address specific issues in the history of Mexican culture.

337  **Native Art of the Americas.** Surveys the art of indigenous cultures of the New World with an emphasis on the eras before Columbus.

339  **Chicago Architecture and Urbanism.** The development of architecture and urbanism in Chicago, from its incorporation to the present day; uses changing case studies to explore themes in Chicago's architectural and urban development.

340  **Buddhist Art.** An exploration of the painting, sculpture and architecture of Buddhism; examines this art as a reflection of the religious beliefs of Buddhist peoples in India, China, and Japan.

341  **Islamic Art.** An examination of the origins of Islamic culture in Arabia and the spread of Islamic art and religion across the Middle East, North Africa, Spain, Sicily, Iran, India, and Central Asia; emphasizes the meaning of religious imagery.

342  **Chinese Art.** A chronology of Chinese art from antiquity to the modern era; gives special attention to sculpture and painting, with emphasis on prehistoric bronze and ceramic vessels, Buddhist sculpture, and landscape painting of the Sung through Ch'ing periods.

343  **Japanese Art.** A social, religious, and political history of Japanese art, from the prehistoric Jomon period to the Meiji period (1868-1911); includes decorative arts, prints and garden design.

350  **Art from 1900-1950.** High modernism in art from Post-Impressionism to Abstract Expressionism; examines the major artists, styles and monuments as well as the tenets of avant-gardism and aspects of the modern art world.

352  **Issues in 17th and 18th Century Art.** Classroom lectures and discussions with field trips to the Art Institute of Chicago exploring in-depth issues of the period. Topics vary to reflect recent research or current museum exhibitions.

353  **Italian Renaissance Art.** Classroom lectures and discussions with field trips to the Art Institute of Chicago exploring in-depth issues of the period. Topics vary to reflect recent research or current museum exhibitions.
Northern Painting of the 15th & 16th Century. Classroom lectures and discussions with field trips to the Art Institute of Chicago exploring in-depth issues of the period. Topics change on a rotating basis, and features prints and printmaking in addition to painting.

British Art. Art from the United Kingdom beginning with Stonehenge and concentrating on painting, sculpture and architecture between 1500 and 1960; explores national identity, British history, and the influence of other nations' art.

Cities of the World: Paris and Vicinity to 1860. The architecture and urban history of Paris and vicinity along with principal trends in painting from the Renaissance kings to Haussmann's rebuilding of the capital city.

Cities of the World: Berlin, from Unification through Reunification. The influence of art and architecture on the development of Berlin from 1871 to the present. How major figures (from Bismarck to Kohl) and major events (from World Wars to the fall of the Berlin Wall) affected the city and its culture.

Cities of the World: London. Examines London as a nexus of English artistic and architectural activity and emphasizes the role of the monarchy, such art world institutions as patronage or the foundation of the Royal Academy, and the city's historic growth.

History of Western Architecture I. Social, economic and political history of Western architecture, from Paleolithic times to the 1789 French Revolution. Topics include: classicism, the status and role of the architect, social struggle, patronage and architectural technologies.

History of Western Architecture II. Western architecture, from the 1789 French Revolution to the present. Examines the influence of industrial, technological, political and social change in the development of modernist and post-modernist architecture.

Contemporary Architectural Theory and Practice. Study of contemporary debates in architecture and urban planning. The student explores economic, social and political aspects of architectural theory through a case study of a contemporary monument or city plan.

History of Design. A survey of the history of design in typography, the decorative arts, posters, advertising, and the like. Of special interest will be design's relationship to culture, to art history, and to aspects of visual communication.

History of Photography. Photographic history from its invention to the present day. Emphasis on the major artists, subjects, and technical applications of the medium as well as on the modernity of photography and its unique aesthetic qualities.

History of Film (cross-listed as Communication 206). An introduction to film history, analysis and criticism; viewing and discussion of a wide range of films from different eras and traditions.

Culture and Media (cross-listed as Communication 346). An introduction to theories relating pictorial images to society. Examines the imagery of advertising and television in light of those theories.

Art Historical Theory and Methodology. An overview of theory and methods preparing advanced students for graduate work. The course addresses iconography, psychological theories, the image's relation to its documentation, feminist and social history and other currently debated issues.
Topics on Women and Art. Chronicles the portrayal of women in cultures around the world, from prehistory to modern times; and considers the images of women in art as reflections of the social and political conditions of their cultures.

Museum Studies. Introduces art historians to the theory and practice of exhibition management and curatorial principles. Stressess organization, research, care and presentation of exhibitions through project-oriented study.

Special Topics in Art History. Focused study on a specific topic from the history of Western and Non-Western art.

Research Seminar in Art History. Concentration on a specific area of art in order to investigate research problems and to learn advanced research skills. Prerequisite: Junior or senior standing in art.

Graduate Topics in Art History. Graduate level, intensively researched investigations into topics from the history of Western and Non-Western artforms taught by an instructor with a research specialty in that topic. Prerequisite: Graduate standing or consent of the instructor.

STUDIO PRACTICE
All studio courses are practicums in which students engage in the making of art works. All require additional fees to cover general supplies and equipment use. In addition students can expect to purchase tools and supplies for individual use.

GRAPHIC DESIGN
Application of design principles and production skills to create effective communication through words and images for print and other mass media.

Graphic Design I. Introduction to graphic design. Projects enable proficiency in type, graphic images, color, and paper selection.

Graphic Design II. Further explores ideas, processes, tools, and materials involved in the field. Real client contact is established to develop projects including business cards, letterhead, envelopes, brochures, ads, mailers and posters.

Publication Design. Focuses on introduction to design on various methods and visual approaches used to create attractive and easy to read publications; combination of concepts, aesthetics, and presentation techniques to create layouts for magazines, catalogs, and annual reports.

Illustration. Investigation of black-and-white and color media and and introduction to the techniques, imagery, and functions of illustration in graphic design.

Package Design. Focuses on current design trends with projects utilizing properties of materials such as paper, plastics, and glass.

Typography. Design of type and fonts as carriers of visual and verbal information. Concentrated look at the expressive formatting of type by hand and computer.

Advertising Design (cross-listed as Communication 356). Explores the function and practice of design in advertising through team projects. Application of design themes across a range of public communication outlets.

Senior Design Seminar. Geared towards graduating graphic and advertising design students who want to learn how to put together a résumé, self-promotion piece, and a portfolio. Emphasis is placed on finding a job in the advertising and graphic design fields.
MEDIA ARTS

PHOTOGRAPHY
Photography is the basis of the media arts program. As such the Department of Art offerings stress the purpose of photography as both personal and social expression.

223 **Light, Color, and Photography** (cross-listed as Physics 223). Principles of image making with lenses, mirrors, and photographic processes. Discusses the physical properties of light and color including those used in laser and holography. Optional Laboratory.

225 **Photography** (cross-listed as Communication 276). Introduction to the theoretical and technical foundations of photography with exploration of the medium’s aesthetic, documentary and narrative purposes. Replaces 206 as a core course for the Media Arts. **Prerequisite:** 105.

325 **Advanced Photography.** Exploration of advanced techniques and concepts. Emphasizes the role of photography as a significant contemporary art form. **Prerequisite:** 225.

328 **Documentary Photography.** Exploration of photographic concepts and techniques used in artistic, journalistic and sociological documentation. **Prerequisite:** 225.

329 **Digital Photography.** A computer-based exploration of photography employing digital cameras, digital scanning, photo-editing software and color printing. **Prerequisite:** 225.

PRINTMAKING
The oldest and most traditional of the media arts, printmaking offers experience in the artistic application of the concepts and techniques of relief, serigraphic and intaglio prints.

229 **Introduction to Printmaking.** Training in the artistic possibilities of a variety of techniques, including wood-cut, intaglio and mono-print, used in the production of limited edition prints.

330 **Etching.** An introduction to the various methods and techniques in the century old process of etching, with an emphasis on both traditional and modern approaches.

331 **Serigraphy.** A beginning level course designed to teach the student the basic screen printing techniques, materials and equipment and their proper usage.

ELECTRONIC MEDIA
These courses engage the student in the electronic storage and manipulation of information to create artistic statements:

226 **Video** (cross-listed as Communication 371). An introduction to small format video production with an emphasis on editing strategies. **Prerequisite:** 105.

227 **Computer Graphics.** Introduction to working with QuarkXPress, Illustrator, and Photoshop. Students work on MacIntosh computers to develop assignments ranging from fine arts to commercial projects.

326 **Advanced Video** (cross-listed as Communication 372). Continued training in video with emphasis on sound, lighting, and special effects generating. **Prerequisite:** 226.

327 **Advanced Computer Graphics.** Builds on skills learned in ART 227. Explores specific areas of graphics and design; exposes students to advanced software including Director 5, Painter 4, Illustrator 6.0, Morph 2.5, and Claris Home Page.
STUDIO ART

DESIGN

Development of perceptual ability through analysis of visual form, color, and organization in two and three dimensional space. Advance courses teach presentation skills and conceptual approaches used in the design professions.

105 Two-Dimensional Foundations. Development of perceptual ability through the analysis of two dimensional concepts of line, shape, value, texture, color, space and organization.

113 Three-Dimensional Foundations. Development of perceptual ability through the analysis of three-dimensional concepts of line, shape, material, light, movement, and organization.

213 Three-Dimensional Design. Application of three-dimensional principles to basic issues of space and object design. Introduction to professional presentation techniques. Prerequisite: 113.

304 Design Drafting. Training in basic drafting techniques and their application in the presentation and development of design concepts. Prerequisites: 105, 106 and 113.

305 Advanced Color Design. Advanced explorations into the use of color in both paint and computer applications. Prerequisite: 105.

313 Advanced Three-Dimensional Design. Advanced work in three-dimensional problem solving with an emphasis on architectural and environmental spaces. Prerequisites: 213.

DRAWING

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

106 Beginning Drawing. Introduction to composition, line and rendering in charcoal and ink. Basic techniques for descriptive and expressive use of drawing media.

206 Intermediate Drawing. Advanced exploration into the rendering of space and introduction to a wider range of drawing media. Studio core course. Prerequisite: 106.

207 Theatre Drawing I. The first in a three quarter sequence of general drawing courses exclusively for students enrolled in the Theater School. Two credit hours.

208 Theatre Drawing II. Prerequisite: 207.

209 Theatre Drawing III. Prerequisite: 208.

218 Figure Drawing. A study of the human figure through an exploration of anatomy combined with various drawing processes. Prerequisite: 206.

306 Advanced Drawing. An intensive exploration into historical and contemporary approaches to issues and techniques of drawing. Prerequisite: 206.

318 Advanced Figure Drawing. Encourages the application of perceptual and media skills gained in figure drawing to more advanced and personal works on paper. Prerequisite: 218.
PAINTING
Techniques of oil and water-based painting media, and pictorial composition in both representational and non-representational modes.

110  **Beginning Painting.** An introduction the student to basic organizational and technical concepts in painting. The preparation and proper use of materials is also stressed.

210  **Intermediate Painting.** A development of skills and concepts beyond the basic level. Problems that stress advanced concepts of theme, color and spatial design are studied.

212  **Watercolor Painting.** The investigation of aqueous medium in thin transparent washes, using a variety of subjects. Spontaneity of medium is stressed in order capture the nuance of color and light.

310  **Advanced Painting I.** Development of advanced skills in painting with work in a more independent approach to concepts and techniques.

312  **Figure Painting.** An introduction to the study of the painted figure in environmental settings. Light, color and spatial illusion are stressed.

SCULPTURE
Sculptural techniques and processes exploring a variety of conceptual directions and their implications as sculptural forms. Students majoring in sculpture are recommended to take 213 and 313 to supplement their sculpture courses.

115  **Beginning Sculpture.** An introduction to traditional and contemporary approaches to sculpture with an emphasis on clay modeling, plaster casting and carving. Studio core course.

214  **Ceramic Sculpture.** An exploration of ceramic techniques for constructing and firing expressive sculptural forms. **Prerequisite: 115 or 113.**

215  **Intermediate Sculpture.** Introduction to basic wood and metal working techniques for producing constructed sculpture. Focuses on modern and contemporary issues in sculpture. **Prerequisite: 115.**

314  **Advanced Ceramic Sculpture.** Advanced exploration of technical and expressive issues in ceramic sculpture. **Prerequisite: 214.**

315  **Advanced Sculpture.** Exploration of advanced sculptural themes and techniques determined by the student in consultation with the instructor. **Prerequisite: 215.**

317  **Figure Sculpture.** An extension of sculptural expression through the exploration of the human form. **Prerequisite: 115.**

ADVANCED STUDIO PRACTICE TOPICS

290  **Studio Workshop.** Off campus training in specific studio processes by noted Chicago craftsmen and artists. 2 credit hours. May be repeated up to 6 hours credit. **Prerequisite: Completion of studio core requirements.**

390  **Advanced Studio Problems.** Intensive studio experience for students who have completed the requirements in their media specialty.

392  **Senior Studio Seminar.** An intensive capstone seminar of contemporary art theory and studio practice in the student's area of concentration. Required for graduation in Studio Art. **Prerequisite: Senior standing in art. Juniors with instructor's permission may also attend.**
Professional Practice in the Studio. An intensive capstone experience in the professional, business, and legal skills needed to manage a career in studio art. Required for graduation with a Studio Art concentration. **Prerequisite:** Senior standing in art. Juniors with instructor's permission may also attend.

Special Topics in Studio Practice. Focuses on studio specialties and techniques not encompassed by the general art curriculum. **Prerequisite:** Junior or senior standing in art.

Graduate Topics in Studio. Intensive studio experience in the student's media of choice. **Prerequisite:** Graduate standing or consent of instructor.

**OTHER ART COURSES**

Internship. Arranges fieldwork or employment in the students field of study. Utilizes the extensive professional studios and art institution of Chicago and other international art facilities as well. Up to 12 hours credit. **Prerequisite:** Junior or senior standing in art.

Independent Study. Independent work in the student's field of study under faculty supervision. Available only to upper level students with demonstrated capacity for self-motivated study.
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, internships 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, 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 of these specialized programs at a different institution; others transfer prior to graduation.
FACULTY

SIDNEY L. BECK, PH.D.,
Professor and Chair
Brown University

NANCY J. CLUM, PH.D.,
Assistant Professor
Cornell University

STANLEY A. COHN, PH.D.,
Associate Professor
University of Colorado

JOHN V. DEAN, PH.D.,
Associate Professor
University of Illinois

LESTER FISCHER, D.V.M.,
Adjunct Associate Professor (Lincoln Park Zoo)
University of Illinois

ROBERT A. GRIESEBACH, PH.D.,
Professor Emeritus
University of Chicago

DANUTE S. JURAS, PH.D.,
Associate Professor
Marquette University

LEIGH A. MAGINNIS, PH.D.,
Associate Professor
University of Hawaii

JAMES F. MASKEN, PH.D.,
Adjunct Professor
Colorado State University

DOLORES J. McWHINNIE, PH.D.,
Associate Professor
Marquette University

DENNIS A. MERITT, JR., PH.D.,
Adjunct Associate Professor
University of Illinois

MARY A. MURRAY, PH.D.,
Professor Emeritus
University of Chicago

DANIEL G. OLDFIELD, PH.D.,
Professor Emeritus
University of Chicago

FREDERICK R. PRETE, PH.D.,
Assistant Professor
University of Chicago

MARGARET E. SILLIKER, PH.D.,
Associate Professor
University of California, Berkeley

ROBERT C. THOMMES, PH.D.,
Professor Emeritus
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 28 quarter hours required in the liberal studies core, students are required to complete 48 quarter hours distributed through 5 learning domains as part of their Bachelor of Science degree in biological sciences. The number and distribution of courses in each of the areas are as follows:

Core: 28 quarter hours required; 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: not required.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.
Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in the biological sciences contributes to a student's liberal education, courses offered by the department of biological sciences are not applied towards liberal studies requirements for the biological sciences major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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, 202, 205, 206, 208, 211, and 255 do not generate credit toward the major.)

Chemistry: 111 General and Analytical Chemistry I; CHE 112 General and Analytical Chemistry I Laboratory; 113 General and Analytical Chemistry II; CHE 114 General and Analytical Chemistry II Laboratory; 115 General and Analytical Chemistry III; CHE 116 General and Analytical Chemistry III Laboratory; 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: 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/Statistics: 150 Calculus I; 151 Calculus II; 152 Calculus III (or Math 160, 161 and 162); Computer Science 239 Personal Computing for Scientists, 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 401 (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 our 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 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 the Liberal Studies Core courses, the majority of the Liberal Studies courses may be postponed until the junior and senior years. Students may 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 COURSE

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.

SPECIAL TOPICS

205  Plant Biology: Social and Economic Implications. Deals with the economic significance of plants, plant anatomy, physiology, and growth and development. Prerequisite: 101 or 110.

206  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: 101 or 110.

208  Stress, Hormones, and the Nervous System. A study and discussion of the basic concepts of stress and stressors, and their effects on the functioning of the Nervous System, the Endocrine System and the Immune System; the feedback influence of hormones and neurochemicals on cerebral processing, and the relation of these phenomena to health and behavioral medicine. Prerequisite: 101 or 110.

211  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: 101 or 110.

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

MAJOR FIELD COURSES

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

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

103  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.

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

202  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.

209  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 protoza. 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.

Cell Biology. Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, microstructure and physiology. Lecture-laboratory. Prerequisites: 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 organismal 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.

Animal Behavior. An exploration of the types of animal behavior and modifiers of behavior as based on neuroendocrine function, with special emphasis on Felids. Lecture - Field Studies. Laboratory required (IDS 390). Prerequisite: Introductory Biology Sequence. Minimum GPA of 3.0 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.

Phycology. 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.
Mycology. This course provides an opportunity for students to integrate their knowledge of cell biology, genetics, ecology and physiology at the organismal level by focusing on fungi. Students will gain an appreciation of the biological diversity within the major groups of fungi and their role in the environment, research and biotechnology. Lecture-laboratory. Prerequisite: 215, 250 and 260. Lab fee.

Concepts in Evolution. Study of history of evolution, and diversity in the living world. Lecture only. Prerequisite: junior/senior Biology standing.

Cellular Neurobiology. A study of the cellular and molecular mechanisms of the nervous system. Prerequisite: 310 or consent of instructor.

Systems Neurobiology. An examination of the ways in which neural systems underpin behavior with an emphasis on vertebrates. In this course, behavior is understood in its broadest sense, from the functioning of organs and organ systems to the activities of whole organisms. Prerequisite: 310 or consent of instructor.

Topics in Neurobiology. A seminar course examining current topics in neurobiology. Original readings will include both current review and classic articles in the fields of neurobiology, neuroethology and the related neurosciences. Prerequisite: Bio 339 or 340.

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.

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.

Problems in Cell Motility. Analysis of contemporary problems in cellular movements, with emphasis on the biochemistry, biophysics and regulation of cell and organelle movements. Lecture, seminar, discussion. Prerequisites: junior or senior Biology standing, Physics, Calculus or consent of instructor.

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

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

Principles of Toxicology. A study of the adverse effects of chemicals on living organisms, including the chemical natures, kinetics, dose-response relationships, metabolism, and mechanisms of action of the toxicants. Prerequisites: 103 and Chemistry 125 or consent of instructor.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>370</td>
<td>Immunobiology</td>
<td>Basic factors governing immune phenomena and antigen-antibody reactions. Lecture-laboratory. <strong>Prerequisite:</strong> junior/senior standing or consent of instructor. Lab fee.</td>
</tr>
<tr>
<td>386</td>
<td>Introduction to Endocrinology</td>
<td>Study of hypothalamic-hypophyseal pathways of hormonal regulation in animals. Lecture only. <strong>Prerequisites:</strong> 250, 260 and 310 or consent of instructor.</td>
</tr>
<tr>
<td>390</td>
<td>Special Topics</td>
<td>Occasional courses offered at an advanced level. See the schedule of classes for current offerings. <strong>Prerequisite:</strong> junior or senior Biology standing. 2 or 4 quarter hours.</td>
</tr>
<tr>
<td>392</td>
<td>Extramural Internship</td>
<td>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. <strong>Prerequisite:</strong> Sophomore, junior or senior standing in Biology; only by arrangement with the internship director, and by permission of the department.</td>
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<tr>
<td>398</td>
<td>Readings and Research</td>
<td>1-4 quarter hours. <strong>Prerequisite:</strong> consent of instructor and department.</td>
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<tr>
<td>399</td>
<td>Independent Study</td>
<td>1-4 quarter hours. <strong>Prerequisite:</strong> consent of instructor and department.</td>
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</tbody>
</table>
Catholicism is a complex reality, rooted in the person and message of Jesus Christ. It is more than structures, doctrines and practices. The Catholic Tradition includes aesthetic, attitudinal, doctrinal, historical, liturgical, mystical and organizational layers. These layers overlap, culminating in a dense body of symbols, referents, social networks and other elements shared by the Catholic community.

Because Catholicism is an expansive cultural reality, influencing many aspects of human life, a proper study of Catholicism must be interdisciplinary. In the tradition of the great Catholic universities, the Vincentians at DePaul have brought together not only philosophers and theologians but also artists, economists, historians, musicians, political scientists, lawyers, psychologists and sociologists. All of these disciplines are needed to attain an adequate understanding of Catholicism and its place in human civilization.

The Program in Catholic Studies is intellectual in focus and interdisciplinary in nature. Rigorous intellectual study, a deepened critical understanding and an appreciation of the Catholic contribution to human civilization is a main goal of the Program. Rather than concentrate on Catholic theology, the Program explores Catholicism as a religious and cultural reality that expresses and motivates multiple forms of human expression. Accurate and critical understanding and appreciation are possible only by seeing all aspects — negative and positive — of the Catholic experience. Using appropriate and effective methods of scholarly analysis and pedagogy, the faculty and students in the Program engage in a critical, sympathetic examination of Catholic Tradition.

All members of the University are invited to participate in the scholarly examination of Catholicism and the development of Catholic thought. True to DePaul's tradition, no religious test is applied to either students or faculty participating in the Program.

In addition to the offerings of DePaul University, upper level students in the Program in Catholic Studies are able to take selected course at the Catholic Theological Union at Chicago. The cooperative relationship between DePaul and CTU opens to students in the Program the resources of the largest Catholic school of theology and ministry in the United States.

The Program is designed to give students with differing learning objectives and career goals maximum flexibility in the design of their Bachelor of Arts degree. In order to ensure intellectual coherence in one's program, all students are to meet quarterly with their academic advisor to design and refine their learning goals and to select courses that meet the student's educational and professional objectives.

**FACULTY**

**JAMES HALSTEAD, O.S.A., PH.D., S.T.D.,**
Associate Professor (Religious Studies)
Program Director
University of Louvain

**JEFFREY CARLSON, PH.D.,**
Associate Professor (Religious Studies)
University of Chicago

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Associate Professor (Political Science)
Northwestern University

**THOMAS BROWN, PH.D.,**
Professor (Music)
University of Wisconsin

**PATRICK CALLAHAN, PH.D.,**
Professor (Political Science)
Ohio State University

**THOMAS CROAK, C.M., D.A., J.D.,**
Associate Professor (History)
Carnegie-Mellon University
DePaul University

**DAVID GITOMER, PH.D.,**
Associate Professor (Religious Studies)
Columbia University

**JAMES ALBERT HARRILL, PH.D.,**
Assistant Professor (Religious Studies)
University of Chicago

**TERESA M. HINGA, PH.D.,**
Assistant Professor (Religious Studies)
University of Lancaster

**MARY JEAN LARRABEE, PH.D.,**
Professor (Philosophy)
University of Toronto
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in Catholic Studies. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required: 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 4 quarter hours required.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) Intercontinental or comparative.

Students majoring in Catholic Studies should consult with the director of the program in Catholic Studies to determine the remaining liberal studies course reduction. Although study in Catholic Studies contributes to a student's liberal education, courses offered by the program in Catholic Studies are not applied towards liberal studies requirements for the Catholic Studies major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.
PROGRAM IN CATHOLIC STUDIES REQUIREMENTS

52 hours (13 courses) from the program in Catholic Studies distributed as follows:

Core: 16 hours (4 courses) including 200 or 201, 205, 206 and 209.

Areas: 16 hours (4 courses) over four of the areas. One of the areas must be Scriptures, Councils and Creeds.

Electives: 16 hours (4 courses) in the program in Catholic Studies. Three of these must be at the 300-level.

Senior Capstone: 4 hours (1 course).

ELECTIVES

52 hours (13 courses) of electives, chosen with the approval of one’s academic advisor and appropriate to the student’s educational and/or professional goals.

MINOR IN CATHOLIC STUDIES

The minor in Catholic Studies consists of six courses: the four course core, one course from Scriptures, Councils and Creeds and one elective.

COURSES

All courses carry four credit hours unless otherwise specified.

Catholic Theological Union (CTU) courses are taught off campus.

CORE

200  Contemporary Catholicism. An introduction to the breadth of Catholic life throughout the world. A variety of ecclesiology, theologies, moralities, pastoral strategies and styles of worship will be examined.

201  The Experience of Catholicism in Chicago. An experience-centered introduction to the Catholic Church in Chicago. Includes site visits.

205  Catholicism in World History I — Jesus to 1500 (cross-listed as REL 213). A study of the development of the Catholic Church from the time of Jesus to the Renaissance. Religious movements, piety and art as well as theology and ecclesiastical history will be examined.

206  Catholicism in World History II — Modern and Post-modern Times. A study of the development of Catholicism since 1500 exploring the Catholic Reformation, Catholicism’s encounter with the Enlightenment, the missionary movement and the Catholic Church in the United States.

209  Theories of the Church: Concepts and Controversies. Introduction to several ecclesiologies that co-exist in Catholicism. Both historical and contemporary ecclesiologies will be considered. (May be cross-listed as PSC 339. Consult course schedule for offerings.)

AREAS

SCRIPTURES, COUNCILS, AND CREEDS ( Majors must take one course from this area.)

211  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.

212  Ancient Israel: History, Literature and Religion. The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.

Varieties of Early Christianity (cross-listed as REL 234). An examination of multicultural diversity in early Christianity through a study of materials excluded from the New Testament canon; Christian apologists defending the church against pagan intellectuals and Roman imperial magistrates; comparisons of early Christian fiction and ancient Greek novels; and an examination of Gnostic writings.

Paul and His Influence in Early Christianity (cross-listed as REL 235). A critical study of Paul's literary remains as primary sources for reconstructing the development of the Christian movement, focusing on Paul's communities, ethics and theology. Early interpretations and assessments of Paul will also be considered.

The First Seven Ecumenical Councils. An examination of the context, controversies and personalities of the first seven ecumenical councils. The orthodox formulations will be considered in relation to other possible religious and philosophical beliefs.

The Modern Ecumenical Councils. The teachings of Trent, Vatican I and Vatican II considered historically and theologically.

The Second Vatican Council. A detailed exploration of the history, issues, personalities, theologies and results of Vatican II studied against the backdrop of modernity and post-modernity.

Catholicism and Biblical Interpretation. An historical and theological study of the ways in which the Scripture have been interpreted in the Catholic Tradition. In addition to the historical survey, the interpretation of particular texts (creation, resurrection, miracle stories, moral discourses, etc.) will be examined.

The Historical Jesus (cross-listed as REL 333). An investigation of the Synoptic Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical facts and religious persuasion, and the significance of conflicting interpretations of Jesus.

The Gospel According to Matthew. A study of the context, structure and major motifs of the Gospel of Matthew. Particular attention will be given to the evangelist's role as an interpreter of tradition and history for a community in transition. (Taught at CTU.)

The Gospel According to Mark. A study of the Gospel of Mark with attention to its structure, major themes and key theological motifs, especially the link between the Passion of Jesus and Christian discipleship. (Taught at CTU.)


The Gospel According to John. A study of the Gospel of John with attention to its distinctive style and theology, its overall structure and content. Key sections will be used to highlight such major Johannine motifs as religious symbolism, sacraments, community and spirituality. (Taught at CTU.)

Special Topics in Scriptures, Councils and Creeds.
RELIGIOUS EXPERIENCE, PRAYER AND LITURGY

226 Experience and Narrative in the Roman Catholic Tradition (cross-listed as REL 282). 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.

228 Medieval Mystics in Europe: 1000 - 1600 A.D. (cross-listed as HST 213). The evolution over time of theories and experiences of human union with God, and of varied Christian spiritual paths and practices as described in mystical literature, saint's lives, religious art and music. Emphasis on the monastic, urban and courtly institutional context of the documents.

231 Community and Ritual in the Roman Catholic Tradition (cross-listed as REL 281). A study of the emergence, meaning and dynamics of community, and of the interaction between community and ritual in the Roman Catholic tradition.

232 Introduction to Liturgy. Basic issues and elements of Christian liturgy with special attention given to the liturgical documents of the Roman Catholic Church. Required lab sessions on dates announced at the beginning of the quarter. (Taught at CTU.)

326 Introduction to the Christian Spiritual Life. A survey of traditional and contemporary practices of prayer, community, service, discernment and spiritual guidance, with the aim of assisting development of an integrated vision of the Christian spiritual life. (Taught at CTU.)

327 Theology and Practice of Prayer. A survey of traditional and contemporary Christian prayer styles, the development of a life of prayer and the role of prayer in individual and ecclesial life. (Taught at CTU.)

328 Religious Experience and the Life Cycle. Using Erikson's eight stages of the life cycle as a framework, explores aspects of psychological development undergirding the experience of religion. Aspects covered include faith, symbolism, ritual, conscience, commitment, humility and mysticism. (Taught at CTU.)

329 Spiritual Classics of the Early Church. Study of selections from the most influential spiritual writings of the second to the sixth centuries: Ignatius of Antioch, Origen, Gregory of Nyssa, Athanasius, Desert Fathers and Mothers, Benedict, Augustine, Pseudo-Dionysius and others. (Taught at CTU.)

335 Special Topics in Religious Experience, Prayer and Liturgy.

CATHOLIC THOUGHT: PHILOSOPHY AND THEOLOGY

236 Greek and Medieval Thought. A study of selected thinkers and issues from the ancient Greek and Medieval periods.

237 Early Modern Philosophy. A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries.

238 Philosophy Since Kant. A study of some of the most influential thinkers of the last 150 years.

239 Medieval and Renaissance Philosophy. The study of selected texts from the designated periods or areas of philosophy or by the designated authors. (May be cross-listed with PHL 363. Consult Program Director for specifics.)

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.

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. (May be cross-listed with REL 200. Consult Program Director for specifics.)

Introduction to Theology. A consideration of the nature, sources and methods of theology worked out from a study of several case histories. Special emphasis on historical revelation in Christianity and the developing awareness of faith in relation to shifting horizons.

Introduction to Christian Ethics. This course is an introductory study of the basic themes of Christian ethics. Particular attention will be paid to the Roman Catholic moral tradition, including such topics as the virtues, the natural law, moral decision-making and narrative.

Introduction to Social Ethics. An exploration of the basic texts that illuminate how the Christian community has understood and shaped its response to the social concerns of its time. Emphasis is given to foundational texts of the Roman Catholic tradition.

Western Religious Traditions and Contemporary Moral Problems. 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.

Theories of Interpretation. Philosophical hermeneutics and Biblical interpretation. (May be cross-listed with PHL 355. Consult Program Director for specifics.)

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. (May be cross-listed with REL 350. Consult Program Director for specifics.)

Liberation Theology: Theory and Practice (cross-listed as REL 351). 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.

The Problem of God in Contemporary Society. Analysis of why God has become problematic for contemporary society is followed by a critical review of representative Christian attempts to respond. The course helps students evaluate their experience and respond intelligently to the modern problem of God. (Taught at CTU.)

Origins and Eschatology. A study of the notion of myth, mythic consciousness and the way myths are used in the Bible and in various cultures to express the origin of the world and humankind, the origin of evil and the individual and collective end. (Taught at CTU.)

Christology. A study of the foundational questions of Christology in the light of the critical, historical study of the Scriptures and theological tradition. (Taught at CTU.)
CATHOLIC STUDIES

349 Christology and Cultures. A study of how the confession of Jesus Christ interacts with cultural processes. Special attention is given to the New Testament and patristic periods and also to contemporary movements in the world Church today. (Taught at CTU.)

351 Natural Law and Christian Ethics. A study of the relevance of some Western and non-Western Natural Law traditions in view of arriving at a vision of a universal common good that can generate a Christian ethical discourse capable of intercultural and interreligious communication. (Taught at CTU.)

352 The Ethics of Thomas Aquinas. This course is a study in the moral theology of Aquinas. Particular attention is given to his treatment of happiness, charity, the passions, the virtues and the gifts of the Spirit. (Taught at CTU.)

354 Special Topics in Catholic Thought.

THE ART, MUSIC, AND LITERATURE OF CATHOLICISM

255 Ancient and Medieval Art. A survey of the principle works of architecture, sculpture, painting and the industrial arts created in the Mediterranean basin and in Europe from the Paleolithic times to the Gothic age.

256 Renaissance Art. A survey of the art in Italy and northern Europe — especially Germany and the Netherlands — from 1300 to 1600, during the Renaissance and Protestant Reformations.

257 Baroque and Rococo Art. A survey of the art in Italy and western Europe from 1600 to 1790, or up to just before the French Revolution.

259 The Art and Architecture of Catholicism in Chicago. An experience-centered study of Catholic art and architecture. The history, ethnic origins and theology of the pieces will be considered.

261 Catholic Faith and Musical Expression. An investigation of the relationship between Catholic life and music. The development of Catholic service music (masses, canticles, hymns, motets, etc.) as well as religious choral works may be studied.

265 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.

355 Theological Ideas and Artistic Expression. An advanced study of various theological ideas (creation, martyrdom, death, resurrection, love, eschatology, etc.) as expressed in the arts.

369 Special Topics in the Art, Music and Literature of Catholicism.

THE SOCIAL DIMENSION OF CATHOLICISM

270 Jesus Across Cultures (cross-listed as REL 273). 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 the Christian tradition and of its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions.
Roman Catholicism's Encounter with Other Religions (cross-listed as REL 285). A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings.

History of the Catholic Church in the U.S. (cross-listed as HST 243). This course traces the developments of the Catholic Church from the missionary enterprise to the position of a major social, political and economic institution. The course will examine the manner in which the hierarchical institution of the Catholic Church has related to the Liberal ideal of American Democracy.

Ireland: Religion and the Contemporary “Troubles” (cross-listed as REL 267). An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent “Troubles” in the north of Ireland. Attempts to discover the contributions of religious differences in fueling and resolving the animosities between the Unionist and Republican sides; studies the social-historical dimension of the troubles and the Protestant and Catholic religious activities and official responses to them.

Catholicism in Africa. An exploration of issues regarding the inculturation of Catholicism in Africa. Theological (Christology, authority, gender, the nature of marriage) and pastoral (style of worship, education, sacramental theology) issues may be examined.

Catholicism and the Family. An historical and theological study of the family in Catholic life and thought. Images of family life in contemporary film and literature will be given special consideration.

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.

Spirituality and Education. This course provides a framework for the discussion of spirit and spirituality in a variety of cultural contexts. Students will explore a common language that can be used to talk about the centrality of spirit — that which fuels development and learning — in a variety of practical and professional settings. The course brings together the work of theologians (e.g. Walter Bruggeman, Henri Nouwen, Bernard Lonergan and Theodore Jennings), with child development theorists (e.g. Lev Vygotsky, Erik Erikson, and Howard Gardner) and educational philosophers (e.g. Henry Giroux, Nel Noddings, and Bel Hooks). Students will develop their own understanding of spirituality that can give direction to their own education as well as inform those involved in educational experiences both within and outside the religious traditions.
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. Students will volunteer at a field site for the quarter.

Ethics and Society in the Roman Catholic Tradition (cross-listed as REL 283). 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.

The Social Economy of Catholicism. An examination of selected economic and sociological aspects of Catholics and Catholic institutions. Problems in the sociological definition of Catholicism will be explored as a prerequisite to the study of Catholic demographics, patterns of financial contributions, the economic impact of Catholic schools and other institutions, international economic development and other social and economic issues.

The Catholic Church in World Politics (May be cross-listed as PSC 349. Consult course schedule for offering.) Catholicism as it affects (and is affected by) world politics. Various topics might include war and peace, global economy, immigration, nationalism, etc.

Catholicism and Race. Examines how the Church and Catholic groups have responded to questions of racial discrimination in the Church and in the larger society. Variable topics.

The Cultures of Early Christianity (cross-listed as HST 300). Late Antique and early Medieval intellectual history in social context. Focus on Patristic theology and hagiography in the eastern and western Mediterranean, German oral epic, monastic exegesis and history and the Carolingian Renaissance.

Medieval People and Institutions (cross-listed as HST 315). An introduction to the varied political, economic, social and religious realities and developments which shaped the lives of Medieval men and women.

God, Self, and Society in Medieval Culture (cross-listed as HST 316). The roots of Western thought in medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography.

Individual and Society in Renaissance Italy (cross-listed as HST 317). The flowering of culture, humanism and the arts in fourteenth and fifteenth-century Italy. Renaissance politics, patronage and diplomacy. Religion and the Papacy.

The Age of Reformations (cross-listed as HST 318). 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.

The Culture of American Catholics (cross-listed as REL 384 and 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.
Economics and the Common Good (cross-listed as ECO 320). Economic theories, systems and problems will be studied and analyzed in reference to the economic common good as defined in key modern documents, particularly the social encyclicals. Stress will be placed on both theory and practice. Prerequisite: ECO 105 or 106.

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 Catholic Studies credit when approved in advance by the director of the Foreign Study Program and the director of the program in Catholic Studies.

Special Topics in the Social Dimension of Catholicism.

Vincentian Studies

The Life and Times of Vincent de Paul. A study of Vincent de Paul in his cultural and religious context.

Women and Saint Vincent de Paul. The changing roles of women in 17th century France, the importance of women in Vincent de Paul's life, the key relationships of Vincent with Madame de Gondi, Jane de Chantel and Louise de Marillac will be studied in depth. The flowering of Vincent's new conception of possibilities for women in the Ladies of Charity, the Daughters of Charity and other groups of women will be explored.

The Daughters of Charity. An historical study of the Daughters of Charity from their foundation to the present.

The Vincentians in America. An examination of the history of the Congregation of the Mission from 1816 to the present.

Special Topics in Vincentian Studies.

Senior Capstone Alternatives

Senior Thesis.

Senior Internship.

Senior Seminar.

Independent Study.
The Department of Chemistry has several fundamental responsibilities. They are (a) to train students to understand, to criticize meaningfully and to carry out scientific investigations, (b) to provide instruction and laboratory experience for those who wish to make chemistry their livelihood and/or pursue advanced study in chemistry, (c) to provide instruction and laboratory experience for those who wish to use chemistry as a background in an allied profession, and (d) to provide students not majoring in chemistry with up-to-date instruction in the principles of chemistry and methods of scientific inquiry.

In meeting these 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 chemistry or biochemistry 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 one of these accredited concentrations.

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 Melford, Ph.D.,**
*Associate Professor and Chair*
Northwestern University

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

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

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

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

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

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

**Eugene T. Knight, Ph.D.,**
*Assistant Professor*
Princeton University

**Edwin F. Meyer, Ph.D.,**
*Professor Emeritus*
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 28 quarter hours required in the liberal studies core, students are required to complete 48 quarter hours distributed through 5 learning domains as part of their Bachelor of Science degree in Chemistry. The number and distribution of courses in each of the areas are as follows:

Core: 28 quarter hours required; 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.
Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: not required.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in chemistry contributes to a student's liberal education, courses offered by the department of chemistry are not applied towards liberal studies requirements for the chemistry major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

In addition, the department of chemistry recommends that students who are seeking accreditation by the American Chemical Society fulfill the modern language option by completing a three course language sequence. The three-course language sequence may substitute for two domain courses and one open elective. The option reduces their requirements by one course among two of the following combinations of learning domains: Philosophical Inquiry or Religious Dimensions; Understanding the Past or Self, Society, and the Modern World; Arts and Literature or Scientific Inquiry.

DEPARTMENTAL PROGRAM REQUIREMENTS

COMMON CORE

Chemistry: 111 General and Analytical Chemistry I; 112 General and Analytic Chemistry Laboratory I; 113 General and Analytical Chemistry II; 114 General and Analytic Chemistry Laboratory II; 115 General and Analytical Chemistry III; 116 General and Analytic Chemistry Laboratory III; 127 Quantitative Analysis (or 147 Analytical 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 substitute 131 General Chemistry I and 133 General Chemistry II for 111-113-115.)

Physics: 170 University Physics I; 171 University Physics II; 173 University Physics III.

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

Common Core in Chemistry, Physics, and Mathematics plus: 321 Intermediate Inorganic Chemistry; one course from among the following 265 Air Chemistry, 267 Water Chemistry of Natural Systems, or 269 Solid Waste Chemistry. In addition, a student must take courses selected in consultation with a departmental advisor.

AMERICAN CHEMICAL SOCIETY ACCREDITATION

For the standard chemistry 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 or other modern language and/or establish proficiency in computer programming. Students who wish to do this should take the following courses:

German: 101 Basic German; 102 Basic German; and 103 Basic German or equivalent courses in another modern language. (Students are placed within the language 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.


II. BIOCHEMISTRY CONCENTRATION

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

Biology: Three 4-quarter hour courses selected in consultation with the Biochemistry advisor.

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

Electives: To be selected in consultation with the Biochemistry advisor.

AMERICAN CHEMICAL SOCIETY ACCREDITATION

For the standard biochemistry 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:


Mathematics: 260 Multivariable Analysis and Linear Algebra I.

Biology: one course from 210 Microbiology, 215 Ecology, 250 Cell Biology, or 260 Genetics and two courses from 310 Vertebrate Physiology, 330 Developmental Biology, 340 Neurobiology, 360 Molecular Biology, and 370 Immunobiology.

In addition the American Chemical Society recommends that students take one year of German or other modern language and/or establish a proficiency in computer programming as outlined above in regular chemistry accreditation section.
III. ENVIRONMENTAL CONCENTRATION

Common Core in Chemistry, Physics and Mathematics plus: 265 Air Chemistry; 267 Water Chemistry of Natural Systems; 268 Toxicological Chemical Hazards (or equivalent introductory biological toxicology course); and 269 Solid Waste Chemistry.

Geography: 225 Weather, Climate, and Man, or 343 Geographical Information Systems or equivalent.

Computer Science: 110 Elements of Computer Science and Information Systems, or 215 Introduction to Structured Programming Using C++, or 240 Personal Computing for Programmers.

Electives: To be selected in consultation with a departmental advisor.

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 35 quarter hours (9 courses) in which to develop an allied speciality or to earn a double major in Physics, Mathematics, or Biology.

SPECIAL PROGRAMS

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 Petroleum Engineering are administered by the Chemistry Department while all others are offered through the Physics Department.

Further information and counseling for entering students can be obtained from the Chemistry Department chair.

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 normally must take seven courses in the department from among the following: Chemistry 111, 113, and 115, 127 (or 147), 171 (or 121), 173 (or 123), and any one of 210, 240, 265, 267, 269, or 340. Better-prepared students may substitute 131 and 133 for the 111-115 sequence.

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.

COURSES
All courses carry 4 quarter hours of credit except for Chemistry 112, 114, and 116, which are listed separately to provide flexible scheduling for the laboratory experience portion of Chemistry 111, 113, and 115 respectively, and carry 0 credit, or 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).

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; corequisite: 112.

112 General and Analytical Chemistry I Laboratory. Laboratory experimentation that complements the study of the principles introduced in Chemistry 111. Corequisite: 111.

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. Prerequisite: 111; corequisite: 114.

114 General and Analytical Chemistry II Laboratory. Laboratory experimentation that complements the study of principles introduced in chemistry 113 and an introduction to quantitative analysis of aqueous solutions. Corequisite: 113.
General and Analytical Chemistry III. Continuation of 113 including equilib-
rium and descriptive chemistry in lecture and quantitative and qualitative analy-
sis in aqueous solutions. Prerequisite: 113; corequisite: 116.

General and Analytical Chemistry III Laboratory. Laboratory experimentation that
involves the qualitative analysis of ions in aqueous solutions. Corequisite: 115.

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 substitute for 111, 113, 115.

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

Intermediate Inorganic Chemistry. Lecture and laboratory course emphasizing syn-
thesis, structure and reactions of metal ligand compounds of general and biolog-
ical interest. Prerequisite: 125 or 175, 210 or consent; 312 strongly recommended.

SPECIAL TOPICS

Problems in Technological Society: Environment and Pollution. A discussion from
the technological point of view of the origins, the effects, and the control of envi-
ronmental pollutants. Prerequisite: 102 or equivalent.

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.

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

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

ANALYTICAL CHEMISTRY

Quantitative Analysis. Use of the quantitative nature of chemistry to solve prac-
tical problems of analysis in lecture and laboratory. Prerequisite: 115.

Analytical Techniques. Lecture and laboratory course involving quantitative
chemical analysis studied at a more rigorous level than in 127. Prerequisite:
133 or consent.

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

Spectral Interpretation. Organic structure determination through the interpre-
tation of spectral information. Prerequisite: 125 or 175, 261 or consent.

ORGANIC CHEMISTRY

Organic Chemistry I. First in a sequence of courses that survey organic chemistry
and biomolecules; courses directed primarily to science students who do not
plan to major in chemistry. 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. First in a sequence of courses that investigate organic chemistry in a more rigorous manner that will aid those who intend to pursue chemical careers. Introduction to organic chemistry, stereochemistry, free radical substitution and electrophilic addition. **Prerequisite:** 115.

173 Mechanistic Organic Chemistry II. Aromativity and electrophilic and nucleophilic substitution. **Prerequisite:** 171.

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

**PHYSICAL CHEMISTRY**

210 Physical Chemistry I. Thermodynamics: Concepts of heat, work and energy; meaning of enthalpy, free energy and entropy; reaction and phase equilibrium; dependence of thermodynamic properties on temperature and pressure. **Prerequisite:** 115; Mathematics 162; or consent.

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

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

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

**ENVIRONMENTAL CHEMISTRY**

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

267 Water Chemistry of Natural Systems. The chemistry of natural water systems, and the effects of man on the chemistry of those systems. Laboratory: analysis of contiguous waterways. **Prerequisite:** 127 or 147. (Offered in Autumn quarter of even-numbered years.)

268 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.)

269 Solid Waste Chemistry. Fundamental chemical processes involved in the processing of solid wastes. **Prerequisite:** 127 or 147. (Offered in Winter or Spring quarters of odd-numbered years.)

**BIOCHEMISTRY**

240 Introductory Biochemistry. An introduction to the chemistry of living systems, directed at those who want only a general survey of the main topics in biochemistry. The structures and functions of the four major macro-molecules, energy metabolism and biosynthesis, and the processes for making DNA, RNA and proteins will be discussed. **Prerequisite:** 123 or 173. **Corequisite:** 125 or 175. (Offered in Spring quarter of odd-numbered years.)
Biochemistry I. First in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers the structures and functions of the four major macromolecules, concentrating on enzyme kinetics and regulation. General biology sequence strongly recommended. **Prerequisite:** 125 or 175. Note: 240 is not recommended as a prerequisite.

Experimental Biochemistry I. Covers classical and modern techniques for isolating and characterizing proteins, nucleic acids, and carbohydrates. Two quarter hours. **Corequisite:** 340.

Biochemistry II. Energy metabolism and biosynthetic pathways, with emphasis on their coordinated regulation. **Prerequisite:** 340 or 240 and consent.

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

Biochemistry III (cross-listed as Chemistry 440). Information metabolism: nucleic acid structure and replication, transcription and translation. Also included are methods of biotechnology and an introduction to reading the primary literature. **Prerequisite:** 342.

ADVANCED STUDY

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.

Statistical Analysis of Data. Prerequisite: ability to program in BASIC, C, or FORTRAN. Offered: Spring of odd-numbered years.

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

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

Independent Study. Expanding one’s knowledge in chemistry on an informal basis by individual consultation with department faculty. Variable credit. **Prerequisite:** consent.
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, two years of 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 J. McWHINNIE, PH. D.,
Program Director
Marquette University

BACHELOR OF SCIENCE

LIBERAL STUDIES PROGRAM
In addition to the 28 quarter hours required in the liberal studies core, students are required to complete 48 quarter hours distributed through 5 learning domains as part of their Bachelor of Science degree in Clinical Laboratory Science. The number and distribution of courses in each of the areas are as follows:

Core: 28 quarter hours required, 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.
Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.
Scientific Inquiry: not required.
Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.
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, 202, 205, 206, 208, 211, and 255 do not generate credit toward the major.)

Chemistry: 111 General and Analytical Chemistry I; 112 General and Analytical Chemistry I Laboratory; 113 General and Analytical Chemistry II; 114 General and Analytical Chemistry II Laboratory; 115 General and Analytical Chemistry III; 116 General and Analytical Chemistry III Laboratory; 121 Organic Chemistry I; 123 Organic Chemistry II; 125 Organic Chemistry III. (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.


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 advisor 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 the Liberal Studies Core courses, the majority of the Liberal Studies courses may be postponed until the junior and senior years. Students may 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; and those who plan to pursue careers in communication, education, linguistics, and business. In addition, the Communication Department prepares students to pursue careers in organizational and corporate communication, training and human resource development, government, politics, and social and human services. The Communication major prepares those who seek advanced study in linguistics, rhetorical theory, law and business.

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 Texas, Austin

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Instructor
Bowling Green State University

DAVID BRENDERS, PH.D.,
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Purdue University

EILEEN CHERRY, PH.D.,
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TIM COLE, PH.D.,
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BRUCE EVENSEN, PH.D.,
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DEBORAH TUDOR, PH.D.,
Instructor
Northwestern University

STEVE WHITSON, PH.D.,
Associate Professor
University of Pittsburgh
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in communication. The number and distribution of courses in each of the areas are as follows:

**Core:** 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

**Arts and Literature:** 8 quarter hours required. At most 2 courses from the same department or program.

**Philosophical Inquiry:** 8 quarter hours required.

**Religious Dimensions:** 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

**Scientific Inquiry:** 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

**Self, Society and the Modern World:** 8 quarter hours required. At most 2 courses from the same department or program.

**Understanding the Past:** 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in communication contributes to a student’s liberal education, courses offered by the department of communication are not applied towards liberal studies requirements for the communication major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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. All communication majors must complete a declaration of major form which is available either from a departmental or LAS advisor.

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 three courses from 302 Grammar and Usage; 304 Multicultural Communication in the U.S.A.; 305 Sociolinguistics; 306 The Sounds and Structure of Language; 307 Applied Linguistics; 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 & Corporate Change; 354 Interviewing: Variable Topics; 355 Public Relations; 361 Gender and Communication; 391 Special Topics (when topic relates to concentration). Also one additional 300-level Communication courses and two 200-level or above Communication courses.

III. MEDIA STUDIES

A common core plus three courses from 336 Film and Literature; 339 Introduction to Radio Production; 340 Broadcast Journalism; 341 Radio Production; 342 History of Broadcasting; 343 History of Journalism; 344 Advertising; 345 Editing; 347 Mass Media Criticism; 348 Film Genres; 349 Topics in Film History; 354 Interviewing (journalism topic only); 355 Public Relations; 371 Video Workshop 1; 372 Video Workshop 2; 375 Mass Media and the Law; 377 Journalism; 379 Feature Writing; 391 Special Topics (when topic relates to concentration). Also one additional 300-level Communication course and two 200-level or above courses in Communication.

MINORS AND ALLIED FIELDS FOR COMMUNICATION MAJORS

All Communication majors must take an advanced writing course (either ENG 300, Composition and Style, or ENG 301, Writing in the Professions) and a unified, SIX course sequence in an auxiliary, complementary field of study outside the major. The latter requirement can be met through:

1. A minor within Liberal Arts and Sciences (see page pp.00 for listing)
2. A minor within another college or school at DePaul (see page pp.00 for listing— please note the specific declaration requirements for Commerce minors)
3. Allied Fields

Each student must complete a "Declaration of Minor or Allied Field Form for Communication Majors," which is available either from a departmental or LA&S advisor. While students can change their course of study by completing a new form, the declaration ensures correct transcript evaluation prior to graduation and formalizes student-advisor understandings as the student progresses.

Allied Fields is a sequence of six courses outside the major with a thematic unity chosen in consultation with a departmental advisor. These courses often relate to career, disciplinary, or personal interests. The courses also may prepare for graduate school admissions or other post-baccalaureate opportunities. Students may choose courses from across departments or even across Colleges; however, if a student plans to take one or more classes from another college, the student must meet the pre-requisites of that college or course.
The Allied Fields option grants students the chance to shape a unified, individualized sequence of classes in an area complementary to their goals and major. For example, students preparing for a law career can choose courses in the prelaw program. Students interested in journalism or media careers could select coursework in other departments to further specialize in government, cultural studies, social history, international affairs, weather and geography, etc. Students planning to teach at the elementary or secondary levels 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 chosen 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, 230, 360, 346 or (2) choose three courses from the core and three 300-level courses from one concentration.

MINOR IN JOURNALISM (FOR NON-COMMUNICATION MAJORS)

The Minor in Journalism emphasizes the gathering and presentation of news, the ethical challenges now facing journalists, and the role of journalism in American public life. Students will choose six courses from: CMN 275 Introduction to Journalism; CMN 340 Broadcast Journalism; CMN 343 History of Journalism; CMN 345 Editing; CMN 377 Journalism: Variable Topics (which in recent quarters has included Advanced Reporting; Tabloid Journalism; Mass Media and the Presidency; Fame, Fortune, and Personality in a Mass Mediated Age; Free Speech and the Press; International Journalism; Public Affairs Reporting, and Television News); CMN 379 Feature Writing; CMN 391 Special Topics (when topics relate to minor); CMN 392 Communication Internship (when placement relates to minor), and CMN 393 Communication Practicum (when work relates to minor).

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. An overview of the field of linguistics examining topics that include language sounds and structures, historical linguistics, and the interaction between language and society.

203 Intercultural Communication. Examines the role culture plays in interethnic and international communication. Explores differences and similarities in cultural values and communication behaviors between and among diverse cultures and develops intercultural competence. Critiques stereotypes and increases cultural sensitivity.

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 print 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 research methods commonly used in the field of communication. Covers the strengths and weaknesses of qualitative and quantitative research methods. Prepares students to be more critical and perceptive readers and users 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.
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.

Language and Society. Examines the use of language in different cultural and social settings and the interaction among languages in multicultural settings. Course focuses on social factors such as age, ethnicity, gender, power, and socioeconomic status. Prerequisite: 202 or instructor's permission.

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.

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.

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.

Discourse Analysis. An analytical examination of the ways in which people locate meaning, cooperate, coordinate, and find coherency in conversations and in other forms of discourse, both spoken and written. The class will analyze and disclose meanings hidden in public discourse.

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.

Rhetorical Criticism. An introduction to the critical methodologies of rhetorical analysis. Students are instructed in ways to become more reflective consumers of discourse by examining how rhetoric instructs reality, shapes the social and political agenda, and engages questions of ethics, power, and persuasion. The course promotes a critical awareness of the role symbols play in influencing human perception, attitude, and action in diverse culture.

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.

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.
327  *Argumentation and Debate.* Instruction is designed to achieve an understanding of the relationship of language to logic, which would lead to the ability to analyze, criticize, and advocate ideas, and to reach factual or judgmental conclusions based on sound inferences. Students will apply these skills through oral performances and debates. This course is required for participation in the debate program.

328  *Historical Foundations of Rhetoric and Communication.* An introduction to the philosophical legacy of Ancient Greek, Roman, and Chinese texts on the contemporary study of communication. Students will examine the social, ethical, and philosophical foundations of rhetoric in terms of its modern communicative practice. The course promotes an understanding and appreciation of antiquity in terms of its relevance to current social and cultural practices.

329  *Persuasion.* Explores major theoretical assumptions of current persuasion research. Examines causes and effects of effective and ineffective persuasion. Develops persuasive skills and strategies for a variety of persuasion applications, e.g., political, interpersonal, intercultural, and advertising.

330  *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: 230.**

336  *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.**

339  *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.

340  *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.

341  *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.**

342  *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.

343  *The History of Journalism.* A review of the history, theory, and criticism of printed and broadcast materials in America; how print and broadcast media reflect and affect people and events in society. Examines audiences, appeals, trends and credibility of selected print and broadcast sources.

344  *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.

360 Communication Theory. Explores four major theoretical models in communication and criteria for their evaluation. Prerequisite: 211, 212, or instructor's permission.

361 Gender and Communication. A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, and perceptions of the sexes generated through language and communication.

371 Video Workshop 1. 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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Professor (Modern Languages)
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INCA RUMOLD, PH.D.,
Associate Professor (Modern Languages)
Stanford University

CHARLES R. STRAIN, PH.D.,
Professor (Religious Studies)
University of Chicago
COMPARATIVE LITERATURE

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.
Economics analyzes the manner in which scarce resources are utilized to satisfy the wants and needs of people and society. The Economics Department offers courses that formulate, interpret, and explore ideas concerning such topics as unemployment, inflation, production and distribution, economic growth, and international economic relations. 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. This analysis then forms the foundation for policy applications and recommendations on a wide range of issues.

Students learn to analyze economic data to identify and address problems that arise in a changing national and global economy, while studying the broader historical and social context in which economic relationships occur and economic policies are applied. In addition to economic theory and quantitative methods, courses cover a range of topics such as international trade, urban economics, economic history, the role of the government in the economy, money and banking, economic development, labor markets, poverty, environmental economics, and gender.

The department prepares students for careers in business, financial institutions, government and public service, graduate work in economics, and areas such as law and graduate work in business administration.

**FACULTY**

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**BALA BATAVIA, Ph.D.,**
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**PATRICIA BORN, Ph.D.,**
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**GABRIELLA BUCCI, Ph.D.,**
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**PAULA-ANN CECH, Ph.D.,**
Lecturer
University of Arizona

**POOJA CHATTERJI, Ph.D.,**
Lecturer
University of Cincinnati

**JIN CHOI, Ph.D.,**
Associate Professor
Iowa State University

**JAMES E. CIECKA, Ph.D.,**
Professor
Purdue University

**JAMES J. DIAMOND, Ph.D.,**
Professor Emeritus
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**FLOYD R. DILL, Ph.D.,**
Assistant Professor
Cornell University

**THOMAS D. DONLEY, Ph.D.,**
Associate Professor
University of Wisconsin

**SETH EPSTEIN, Ph.D.,**
Assistant Professor
University of Arizona
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in economics. The number and distribution of courses in each of the areas are as follows:

**Core:** 28 quarter hours required; 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

**Arts and Literature:** 12 quarter hours required. At most 2 courses from the same department or program.

**Philosophical Inquiry:** 8 quarter hours required.

**Religious Dimensions:** 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

**Scientific Inquiry:** 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

**Self, Society and the Modern World:** 4 quarter hours required.

**Understanding the Past:** 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and
5) intercontinental or comparative.

Although study in economics contributes to a student's liberal education, courses offered by the department of economics are not applied towards liberal studies requirements for the economics major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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 Mathematical Economics and Mathematics 151 Calculus II; 152 Calculus III; 220 Linear Algebra with Applications I.


International: 333 Topics in Global Economics; 359 The Theory of Economic Development; 360 Economics of Underdeveloped Countries; 361 International Economics; 362 International Monetary Economics; 375 Introduction to Econometrics; 380 Mathematical Economics.


Quantitative Economics: 375 Introduction to Econometrics; 380 Mathematical Economics.

Labor: 318 Labor Economics and Organization; 310 Economics of the Urban Environment; 317 American Economic History; 319 Economics and Gender; 375 Introduction to Econometrics.

Government: 310 Urban Economics; 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. 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. 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 topics treated in Economics 105, especially consumption and production theory. Marginal analysis and indifference curves are major tools used in discussion of demand for products, pricing output, wages, and distribution of output. Prerequisite: 105 and a minimal grasp of the basics of differential calculus.

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.

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 Urban Economics. The economic determinants of industrial location, market areas, and urban economic growth are analyzed. Attention is also given to several policy issues including poverty housing, education, pollution, transportation, crime, and zoning. Prerequisite: 105.

313 Social Control of Business. Relationships between government, business, and society. Both the institutional and theoretical aspects of governmental intervention in economic life are examined. Prerequisite: 106.
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.

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.

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.

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: 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.

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.
Topics in Global Economies. This course provides an introduction to the major changes in the global economy in the twentieth century. It will devote particular attention to comparative analysis of national economic institutions and performance and business conditions, as well as prominent international institutions such as the International Monetary Fund, World Bank, and World Trade Organization. Knowledge of microeconomic and macroeconomic analysis (Econ 105 and 106) will be presumed and applied to global economic flows and national institutions. Selection of countries and case studies from advanced and developing countries will vary according to recent economic developments. Prerequisites: 105 and 106.

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.

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.

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.

Economics of Low-Income Countries. This course analyzes economic development issues in low-income countries. Attention is given to several key issues including agricultural and rural development, population growth, human capital, international trade, foreign resource flows, the role of the public sector, and environmental quality. Prerequisite: 105.

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.

International Monetary Economics. How do fiscal and monetary policy choices change as a country's economy opens more and more to international trade and capital flows? This question and others of international importance will be analyzed with an open-economy, macroeconomic framework. Topics to be explored will include: the foreign exchange market under both fixed and floating exchange rate regimes; the balance of payments, output, prices, and income in an open economy; the international monetary system; and the macro issues of economic development and transition. Prerequisite: 106 or its equivalent.

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.
Mathematical Economics. 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.

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.

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.
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.

**FACULTY**

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**DARSE BOWDEN, PH.D.,**  
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**BERNARD A. BRUNNER, PH.D.,**  
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University of Chicago

**ANNE CALCAGNO, M.F.A.,**  
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**CARYN CHADEN, PH.D.,**  
Associate Professor  
University of Virginia

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Professor  
University of Wisconsin

**HEATHER BRODIE GRAVES, PH.D.,**  
Assistant Professor  
The Ohio State University

**ROGER GRAVES, PH.D.,**  
Assistant Professor  
The Ohio State University

**JONATHAN GROSS, PH.D.,**  
Assistant Professor  
Columbia University

**HUGH J. INGRASCI, PH.D.,**  
Associate Professor  
University of Michigan

**DAVID A. JOLLIFFE, PH.D.,**  
Professor  
University of Texas, Austin
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in English. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), a 4 quarter hour sophomore seminar on Multiculturalism in the United States, a 4 quarter hour junior year experiential learning requirement, and a 4 quarter hour senior capstone requirement.

Arts and Literature: 4 quarter hours required.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required: 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.
Students majoring in English may not apply courses offered by the Department of English to liberal studies requirements. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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 350, 359, 365, 366, 375.

MINOR IN PROFESSIONAL WRITING
Six courses: 208; 300; and four courses chosen from 204, 301, 306, 309, 370, 376, 395, 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.

202 Professional Writing for Business. 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.)
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.

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 be taken twice. May not be taken pass/fail.**

308  **Advanced Poetry Writing.** Writing and analyzing poems, for students with prior workshop experience. **Prerequisite:** Consent of instructor. **May be taken twice. May not be taken pass/fail.**

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.)

330 **Restoration and Eighteenth-Century Literature.** Survey of English literature from 1660 to 1780.

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

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

349 **Topics in Nineteenth-Century English Literature.** (See schedule for current offerings.)

350 **Modern British Literature.** Survey of English and Irish literature in the twentieth century.

357 **Topics in Irish Studies.** (See schedule for current offerings.)

359 **Topics in Modern British Literature.** (See schedule for current offerings.)

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

361 **Romanticism in American Literature.** Survey of American literature from 1830 to 1860.

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

364 **American Genre Studies.** Studies in American drama, poetry, short story, or novel.

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

366 **Modern Poetry.** Twentieth-century English and American Poetry.

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

369 **Topics in American Literature.** (See schedule for current offerings.)


372 **African-American Poetry and Drama.** Survey of Black poetry and drama from 1865 to the present.

373 **Multietnic 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.

374 **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 Science is a broad, science-based curriculum designed to prepare students for a variety of environmentally related technical careers, as well as for graduate programs in allied fields. The program requires 189 credit hours and draws upon the faculty and resources of several departments. Majors take a core of Biology, Chemistry, Mathematics, Physics and Computer Science courses, and eight electives and more advanced courses in related fields. The electives enable the student to emphasize the area of environmental science most interesting to them, most suited to their talents, and most appropriate for their career goals. Students may also undertake a three-month internship with a government agency, industrial firm, business or nonprofit organization.

**FACULTY**

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

**NANCY J. CLUM, PH.D.,**
Assistant Professor
(Environmental Science)
Cornell University

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

**PROGRAM COMMITTEE:**

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

**JOHN V. DEAN, PH.D., ASSOCIATE PROFESSOR (Biology)**
University of Illinois

**KATHLEEN HELMBYCHOWSKI, PH.D.,**
Assistant Professor (Chemistry)
University of California, Berkeley

**PATRICK MCAFARIE, PH. D.,**
Assistant Professor (Geography)
University of Kentucky

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

**JOHN R. THOMPSON, PH. D.,**
Associate Professor (Physics)
Georgia Institute of Technology

**BACHELOR OF SCIENCE**

**LIBERAL STUDIES PROGRAM**

In addition to the 28 quarter hours required in the liberal studies core, students are required to complete 48 quarter hours distributed through 5 learning domains as part of their Bachelor of Science degree in environmental science. The number and distribution of courses in each of the areas are as follows:

**Core:** 28 quarter hours required; 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

**Arts and Literature:** 12 quarter hours required. At most 2 courses from the same department or program.

**Philosophical Inquiry:** 8 quarter hours required.

**Religious Dimensions:** 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

**Scientific Inquiry:** not required.

**Self, Society and the Modern World:** 12 quarter hours required. At most 2 courses from the same department or program.
Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in environmental science contributes to a student’s liberal education, courses offered by the department of environmental science are not applied towards liberal studies requirements for the environmental science major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

DEPARTMENTAL PROGRAM REQUIREMENTS

CORE REQUIREMENTS

Students must take the following 22 courses (85 quarter hours):
- Biology: 101, 102 and 103 General Biology I, II and III; 215 Ecology; and 317 Aquatic Biology.
- Chemistry: 111, 113 and 115 General and Analytical Chemistry I, II and III; 112, 114, and 116 General and Analytical Chemistry I, II and III Laboratories; 121, 123 and 125 Organic Chemistry I, II and III.
- Computer Science: Either 110 Elements of Computer Science; 240 Personal Computing for Programmers, or 323 Data Analysis and Statistical Software I.
- Environmental Sciences: 102 Introduction to Environmental Science; 350 Environmental Impact Analysis; and 394 Environmental Seminar.
- Mathematics: 150, 151 and 152 Calculus I, II and III.
- Physics: 150, 151 and 152 General Physics I, II and III.
- Statistics: One of the following: Psychology 240 Statistics I; Mathematics 242 Elements of Statistics (crosslisted as Sociology 240: Introductory Statistics for the Social Sciences); Mathematics 348 Applied Statistical Methods I.

ELECTIVES

Students must take seven of the following courses, four in Biology and Chemistry and three others:
- Biology: 210 Microbiology; 250 Cell Biology; 309 Plant Physiology; 310 Vertebrate Physiology; 316 Phycology; 365 Principles of Toxicology; 368 Developmental Toxicology
- Chemistry: 127 Quantitative Analysis; 210 Physical Chemistry I; 265 Air Chemistry; 267 Water Chemistry; 269 Solid Waste Chemistry.
- Communication: 220 Public Speaking.
- Economics: 105 Principles of Microeconomics.
- English: 204 Technical Writing.
- Environmental Sciences: 115 Environmental Geology; 220 Environmental Soil Science; 320 Conservation Biology; 390 Special Topics; 395 Environmental Internship.
- Mathematics: An additional statistics course may be selected upon consultation with the Environmental Science Program director.
- Physics: 201 Atmospheres and Oceans.
- Public Policy Program: 202 Public Policy and Environmental Issues.
- Political Science: 320 Dynamics of Public Policy.
- Other electives to meet the 189 credit hour total.
SPECIAL PROGRAMS OR REQUIREMENTS

INTERNERSHIP CREDIT

A n internship program (Env 395) is available so that students may gain credit for career-related experience 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 sophomore year.

The normal internship is a carefully structured program which provides a valuable 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. 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.

115 Environmental Geology. An examination of the earth’s materials and structures, and the processes responsible for their formation; how geologic processes and hazards influence human activities (and vice versa); and a discussion of geologic resources and the geological aspects of waste disposal and pollution. The course includes a three-hour lab and a mandatory Saturday field trip.

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.

220 Environmental Soil Science. An examination of the physical, chemical, biological and engineering properties of soils, their genesis and classification, how they function as sites of waste disposal, and their role in global agricultural production. The course includes a three-hour lab and a mandatory Saturday field trip.

250 Applied Ecology. An examination of how ecological principles are applied in order to understand and improve the relationship between humans and the natural environment.

320 Conservation Biology. The purpose of this course is to provide a thorough understanding of biodiversity, human impacts on biodiversity, and the theory and practice of maintaining biodiversity in a developing world. Prerequisite: BIO 215 or permission.

350 Environmental Impact Analysis. The National Environmental Policy Act and other environmental laws will be discussed. The students will prepare an Environmental Impact Statement.
Special Topics in Environmental Science. Variable topics. Consult schedule for offering.

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

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

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

Independent Study. Variable credit. Permission of instructor and chair required.
Geography's unique spatial perspective encompasses both the social and earth sciences. It addresses both "human" and "physical" domains of knowledge and examines the interactions between them. Geographers apply methods such as observation, visualization, analysis, and modeling to explain the spatial organization of human and physical environments. Geographical perspectives foster graphacity, the visual-spatial component of human intelligence, complementing literacy, numeracy, and articulacy. The Department of Geography teaches students to reason spatially by applying geographic techniques and information technologies. In so doing it helps students produce sophisticated understandings of the world, its people, and culture.

Geographic scholarship analyzes society-environment interactions, the spatial organization of industries, cities, and economies at global, regional and local scales, and the importance of place, space, and landscape in cultural production. DePaul’s Geography department offers courses which prepare students for careers in such varied fields as international development, environmental monitoring and management, intelligence and diplomacy, the geodemographic, marketing and real estate industries, urban and regional planning, geographic education, tourism, and the information technology sector involved in the design and production of maps and spatial databases.

**FACULTY**

**ALEX G. PAPADOPOULOS**, PH.D.,
Assistant Professor and Chair
University of Chicago

**DONALD R. DEWEY**, PH.D.,
Professor
University of Nebraska

**RICHARD J. HOUR**, PH.D.,
Professor Emeritus
Northwestern University

**PATRICK McHAFFIE**, PH.D.,
Assistant Professor
University of Kentucky

**JOHN T. MONCKTON**, PH.D.,
Adjunct Instructor
University of Chicago

**HEIDI NAST**, PH.D.,
Assistant Professor, International Studies
McGill University

**VERNON PRINZING**, ED.D.,
Assistant Professor
University of Northern Colorado

**GERALD ROPKA**, PH.D.,
Associate Professor Emeritus
Michigan State University

**BACHELOR OF ARTS**

**LIBERAL STUDIES PROGRAM**

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in geography. The number and distribution of courses in each of the areas are as follows:

**Core:** 32 quarter hours required, 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hours Sophomore seminar on Multiculturalism in the United States, 4 quarter hour Junior year experiential learning requirement, and 4 quarter hour Senior capstone requirement.

**Arts and Literature:** 12 quarter hours required. At most 2 courses from the same department or program.

**Philosophical Inquiry:** 8 quarter hours required.

**Religious Dimensions:** 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.
Scientific Inquiry: 12 quarter hours required; 4 quarter hours with lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 4 quarter hours required.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4 North America or Europe, and 5) intercontinental or comparative.

Although study in geography contributes to a student’s liberal education, courses offered by the department of geography are not applied towards liberal studies requirements for the geography major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

DEPARTMENTAL PROGRAM REQUIREMENTS

FOUNDATION

Geography: 100 Nature of Geography; 101 Earth’s Physical Landscape; 110 Earth’s Cultural Landscape

I. STANDARD GEOGRAPHY PROGRAM

Geography Foundation plus Thematic Surveys (4 courses with consent of advisor): Geography: 133 Urban Geography; 155 Introduction to Tourism Planning; 255 Critical Tourism; 201 Geopolitics; 210 Environmental Conservation; 240 Maps I; 310 Land-Use Ethics; 225 Weather and Climate; 233 Comparative Urbanism; 333 Urban Planning and Problems; 366 The World Economy; 368 Location I; 376 Geodemographics.

Methods and Techniques: (3 courses with consent of advisor): Geography: 341 Computer Cartography; 342 GIS; 343 Remote Sensing or 391 Research Techniques, or equivalent (e.g. Soc. 380: Research Methods in Sociology I).

Regional Geographic Surveys: (any 2 courses listed as Regional Analyses).

Supporting Fields: Five courses selected from course offerings in Anthropology, Economics, Environmental Sciences, History, International Studies, Political Science, Public Policy Studies, Sociology, and any other discipline or program selected in consultation with the student's advisor.

II. THE METROPOLITAN DEVELOPMENT AND LAND-USE CONCENTRATION

Geography Foundation plus Thematic Surveys (3 courses): Geography: 133 Urban Geography; 233 Comparative Urbanism; 333 Urban Planning and Problems.

Methods and Techniques (4 courses): Geography: 341 Computer Cartography; 342 GIS; 343 Remote Sensing; 391 Research Techniques, or equivalent e.g. Soc. 380: Research Methods in Sociology I.

Additional Systematic Surveys (2 courses): Geography: 366 The World Economy (required); 368 Location I; 376 Geodemographics, or any course listed under Regional Analyses.

Supporting Fields: Econ. 105 Principles of Microeconomics; Econ. 106 Principles of Macroeconomics; plus three urban-related courses selected from course offerings in Art, Anthropology, Environmental Science, History, Political Science, Public Policy Studies, and Sociology.

III. TRAVEL AND TOURISM PLANNING CONCENTRATION

Geography Foundation plus Thematic Core (3 courses): Geography: 155 Introduction to Tourism Planning; 255 Critical Tourism; 355 Advanced Tourism Planning.


Regional Geographic Surveys (any 4 courses): Geography: courses listed under Regional Analyses.
Supporting Fields: Five 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 310 Consumer Behavior; Communication: 211 Interpersonal Communication; 220 Public Speaking; 344 Advertising.

Other requirements: Economics 106 and Art 102 should be taken as part of Liberal Studies, if applicable.

IV. CARTOGRAPHY AND GEOGRAPHIC INFORMATION SYSTEMS CONCENTRATION

Geography Foundation plus Thematic Core (5 courses): Geography: 341 Computer Cartography; 342 GIS; 343 Remote Sensing; 368 Location! or 376 Geodemographics; 391 Research Techniques, or equivalent e.g. Soc. 380: Research Methods in Sociology I.

Systematic Surveys (2 courses): Geography: 366 The World Economy (required); 133 Urban Geography; 233 Comparative Urbanism; 333 City Planning and Problems, or 310 Land-Use Ethics.

Additional Geography Courses (2 courses): Geography: any two courses.

Supporting Fields: Econ. 105 Principles of Microeconomics; Econ. 106 Principles of Macroeconomics; plus three courses selected from course offerings in Art, Anthropology, Environmental Sciences, History, International Studies, Political Science, Public Policy Studies, Sociology, and any other discipline or program selected in consultation with the student's advisor.

CAPSTONE

Geography (one course): 395 Seminar on Special Topics; 399 Independent Study; an internship; domestic or foreign field study (Foreign Study). Consent of advisor and Chair required. In all cases, an appropriately complex and integrative final exercise (i.e. senior thesis, analytical journal, field project) will need to be presented by the student to the University community.

SPECIAL PROGRAMS

GEOGRAPHY MINOR

Two minors requiring a minimum of 24 hours of course work are currently offered through the department: Generalist Geography, and Urban Geography and Planning. All minors need to register their status with the Department and be assigned a faculty advisor.

I. GENERALIST GEOGRAPHY

Three Foundation courses are required: Geography: 100 Nature of Geography; 101 Earth's Physical Landscape; and 110 Earth's Cultural Landscape. Additionally, two courses selected from the 100 or 200 level, and two courses from the 300 level are required. The latter four are to be selected with the approval of the student's geography faculty advisor.

II. URBAN GEOGRAPHY AND PLANNING

Two Foundation courses are required: Geography: 100 Nature of Geography; 110 Earth's Cultural Landscape. Additionally, minors should take Geography: 133 Urban Geography; 233 Comparative Urbanism; 333 Urban Planning and Problems; and either 341 Computer Cartography, or 342 GIS.

CERTIFICATE PROGRAM IN CARTOGRAPHY/GEOGRAPHIC INFORMATION SYSTEMS

The certificate Program requires 24 hours of instruction. It provides sophisticated education in cartography/GIS and proper training for employment in related industries and consulting. One Foundation course is required: Geography: 100 Nature of Geography. Additionally, certificate candidates should take Geography: 341 Computer Cartography; 342 GIS; 343 Remote Sensing; 368 Location! or 376 Geodemographics; and 391 Research Techniques, or equivalent e.g. Soc. 380: Research Methods in Sociology I.
COURSES
All courses carry 4 quarter hours credit.

FOUNDATION

100 The Nature of Geography. An introduction to the discipline of geography, its scope, methods, and sub-fields of investigation. Special topics include human-environment interaction and the spatial differentiation of society.

101 Earth's Physical Landscape. An introduction to the spatial aspects of the earth's physical systems, composed of four dynamic and interacting subsystems: the atmosphere, lithosphere, hydrosphere, and biosphere.

110 Earth's Cultural Landscape. A survey of the global patterns and processes which create our world's cultures. Several cultural realms such as language, religion, folk and popular culture, ethnicity, and the built environment serve as foci for a deepened understanding of the world and its people.

THE NATURAL ENVIRONMENT

101 Earth's Physical Landscape. An introduction to the physical earth system, composed of four dynamic and interacting subsystems: the atmosphere, lithosphere, hydrosphere, and biosphere.

105 Elements of Geology (cross-listed as Physics 105). A description of the earth's materials and structures and an analysis of the mechanisms responsible for shaping them.

120 Urban Environmental Problems. A survey of the mechanics and pathologies of the urban physical environment, with special emphasis on both the social and economic-engineering planning responses to contemporary urban environmental problems. The course draws generously from the urban experience of the United States and abroad.

210 Environmental Conservation. This course explores society-environment relations in case studies drawn from around the world. The course focuses on forces destructive to habitat and biospheres, species loss, global warming, and the tension between "modernization" and environmental sustainability.

225 Weather and Climate. The dynamic atmospheric processes which control day-to-day weather and the longer term processes which determine prevailing climatic conditions are the two principal foci of this course. Special topics include weather systems, climate change, global warming, and human impacts on climate.

310 Land-Use Ethics. Through a case study approach, this course examines the ethical dimensions of human use of the land. The ethical foundations of "green" ideological positions are examined, and strategies are proposed for fostering constructive dialogue between individuals or groups holding conflicting positions regarding existing or proposed land uses.
SYSTEMATIC SURVEYS AND SEMINARS

120  Urban Environmental Problems. A survey of the mechanics and pathologies of the urban physical environment, with special emphasis on both the social and economic-engineering planning responses to contemporary urban environmental problems. The course draws generously from the urban experience of the United States and abroad.

133  Urban Geography. An introduction to the Metropolitan Land-Use and Planning Concentration, and an exploration of the function, form and appearance of cities and systems of cities. The course explores the connections between social and material changes in cities in a variety of geographical scales. The course is rich in theory, it focuses on the American urban experience, and teaches research skills through archival and field work.

155  Introduction to Tourism Planning. This survey course offers an overview of changing patterns in the tourism industry and its impacts on the global and local economies.

201  Geopolitics. A survey of theories of international relations and geopolitics, the course explores the security dilemmas and types of collective action that mold international affairs in the Post-Cold War era. Cases from Western Europe, the Balkans, the Middle East and the Trans-Caucasus region provide opportunities to assess theoretical approaches and profile the United States' security landscape for the new millennium.

230  Transportation Issues and Development. An overview of the development of transportation systems with major emphasis on current transportation problems on local, national, and transnational scales.

233  Comparative Urbanism. An investigation of the origins and bases of non-American urban traditions, through the study of the genesis, form, functions, and social-cultural forces that shaped cities such as Paris, St. Petersburg, Istanbul, Calcutta, and Mexico City.

240  Maps! The map is the principal tool of the geographer. This course, intended for map-lovers and users alike, explores the history of map-making, map reading and interpretation, image maps, online cartographic resources, and the creation of interactive cartographic texts using the worldwide web. Short field trip required.

255  Critical Tourism. An in-depth, critical exploration of tourism as a fast-growing, global service industry, and its implications for localities, culture, and the environment.

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 that influence the global production and distribution of wine. Students must be over 21 years of age. Prerequisite: consent of instructor. Material fee required, payable on the first day of class.

355  Advanced Tourism Planning. A project-oriented course that investigates planning issues for specialized tourism markets, such as cultural tourism, adventure tourism, and ecotourism.
**The World Economy.** A study of the spatial organization of economic activities. Special topics include static and dynamic models of the space economy, the geography of industrialization, spatial divisions of labor, global commodity chains, and industrial development in peripheral economies.

**Location!** The location decision is the focus of this class. Residential, commercial, and industrial location decisions are examined. Frameworks are presented and critiqued which allow the construction of decision support resources through the application of geographic information systems (GIS).

**Geodemographics.** An introduction to the study of population demographics from the spatial perspective of human geography. Populations are studied in several contexts and at scales ranging from local to national. Geographic information systems (GIS) are used to analyze populations at the urban scale.

### METHODS AND TECHNIQUES

**Maps!** The map is the principal tool of the geographer. This course, intended for map-lovers and users alike, explores the history of map-making, map reading and interpretation, image maps, online cartographic resources, and the creation of interactive cartographic texts using the worldwide web. Short field trip required.

**Computer Cartography.** An introduction to the fundamentals of thematic map design and construction. Special topics include map design, interactive maps, designing for multimedia, and animation. Instruction is accomplished through lectures and hands-on lab exercises. A small lab fee will be charged.

**Geographic Information Systems (GIS).** An introduction to the fundamentals of GIS. Special topics include the capture, processing, manipulation, analysis, and output of geographically referenced information. Instruction is accomplished through lectures and hands-on lab exercises using Arcview GIS. A small lab fee will be charged.

**Remote Sensing.** An introduction to the fundamentals of remote sensing, the analysis of the earth through air or space borne sensors. Special topics include image interpretation, image processing, change analysis, environmental monitoring, and photogrammetry. Instruction is accomplished through lectures and hands-on lab exercises using IDRISI. A small lab fee will be charged.

**Advanced Geographic Information Systems.** Project-driven course requiring a sophisticated understanding of GIS. Prerequisite: Geo 342 GIS or consent of instructor.

**Research Techniques.** An introduction to basic methods and analytical techniques in geography. Includes quantitative and qualitative field and lab techniques which can be applied to the analysis of spatial phenomena.

**Seminar on Special Topics.** Upper-division seminar exploring selected geographical issues.

**Independent Study.** 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 instructor.
REGIONAL ANALYSES

215  **Regional Geography and Development.** This survey course approaches the exploration of development and its impacts in the developing world from a regional perspective. Comparisons are drawn between developmental experiences and cultural impacts in Africa, Asia, Latin America, and Oceania.

311  **Patterns of the Pacific.** An analysis of the physical, cultural, economic, and geopolitical factors affecting the geography of Australia, New Zealand, and the Pacific Islands.

312  **The Middle East and North Africa.** A basic survey of the physical, cultural, economic, and political geography of the countries of northern Africa and Western Asia. The course traces the human geographical impacts of Arabic, Turkish, and Persian civilizations, as well as the manner in which Islam, nationalism, statehood, and global politics are shaping the region today.

313  **Africa: A Continent in Transition.** A geographic survey of the fifty countries of Sub-Saharan Africa, with special emphasis on current aspects of their ethnic, economic, and geopolitical differences.

314  **South and Southeast Asia.** Key characteristics of the physical, cultural, economic and political geography, and international relations of India, Pakistan, Thailand, the Philippines, and other countries in the region.

315  **Asia's Pacific Rim.** A survey course focused upon key geographical factors contributing to the emergence of Japan as an international economic leader, and the rapid development of the People's Republic of China, Taiwan, Hong Kong, and South Korea, among others, as global economic players.

316  **The European Union.** An interdisciplinary study of European integration following WWII, with special emphases on the political philosophy, the geopolitical basis for the block's formation, the institutional structure, the evolution of policies, and the future development of the European Union. The course nurtures research and presentation skills through simulations of the European Commission and Council.

317  **Post-Soviet Eastern Europe and the Russian Realm.** A survey of the physical, political, economic and cultural geography of Central and Eastern Europe, Russia, and the other former republics of the Soviet Union. Special attention is given to the post-Cold War period.

318  **Spain and Portugal: The Iberian Impact.** An historical-geographical analysis of the Iberian nations with an interdisciplinary focus on global geopolitics, trade, settlement, and cultural characteristics (art, architecture, language and literature, music and religion). This is the only course of its kind offered in U.S. universities.

319  **North America.** The United States, Mexico, and Canada serve as the focus of this survey course. Special topics include pre-European North America, European ideology in the new world, “manifest destiny” and U.S. hegemony in the 20th century, and NAFTA.
Illinois: Upstate, Downstate. A survey course focused on the sequent occupancy of the State of Illinois from Native American settlement to the current time period. The course explores the state's dual personality, composed of seven highly urbanized and cosmopolitan "upstate" counties, and ninety-five "heartland" counties downstate. The course examines the state's historical and contemporary geography of settlement, its economic base and structure, and its diverse cultural and ethnic make-up.

Metropolitan Chicago: Survey and Reconnaissance. Extensive field trips, site visits and discussions with technocrats, politicians, developers and business leaders of Chicago make possible the sophisticated exploration of Chicago as "world city" and the city of neighborhoods. (Transportation fee required.)

Mexico, Central America, and the Caribbean. This regional survey course examines the sequence of settlement of the Middle American countries, and the social, cultural, and environmental changes and patterns that have occurred since European colonization, de-colonization, and statehood.

South America. An analysis of the physical, cultural, economic, and political factors affecting the geography of that continent's regions and countries.
The educational aims of the Department of History are (1) to provide a basic foundation of historical knowledge for those who plan to make a career in the discipline and (2) to address the needs of students in other areas of specialization or students who wish to avoid excessive specialization.

The history student will develop skills in listening ability, reading for meaning, and the analysis of documents and data. Through practice, the history student will acquire the ability to gather material, organize data within coherent schema, abstract universals, interpret, judge, analyze, solve specific problems, and finally communicate conclusions clearly both in oral and written form. Such skills and abilities to think critically can be used in a number of occupations: business, law, teaching, journalism, politics, administration, library and archival work, scientific research, homemaking.

The history student will also develop a personal philosophy because the study of history involves empathic experiences and emotional catharsis as well as intellectual development. The student's immersion in the past, involving history in its humanistic as well as its social-scientific aspects, will help to provide the judgment, awareness, intellectual curiosity, and, above all, clarification of values so necessary for life.

The history program is flexible and may be adapted to various purposes. In particular, courses in the supporting fields and elective areas may be combined with the major field to form a coherent concentration in such areas as Afro-American Studies, Latin-American Studies, or General Business.

Faculty

Thomas R. Mockaitis, Ph.D.,
Associate Professor and Chair
University of Wisconsin, Madison

Donald J. Abramokse, Ph.D.,
Professor Emeritus
University of Chicago

Peter Baldwin, Ph.D.,
Assistant Professor
Brown University

Thomas Croak, C.M., D.A., J.D.,
Associate Professor
Carnegie-Mellon University,
DePaul University

Albert Erlebacher, Ph.D.,
Professor Emeritus
University of Wisconsin, Madison

Ellen T. Eslinger, Ph.D.,
Associate 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.,
Associate Professor
University of Chicago

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

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

Howard O. Lindsey, 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
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in history. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: not required.

Although study in history contributes to a student's liberal education, courses offered by the department of history are not applied towards liberal studies requirements for the history major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.
DEPARTMENTAL PROGRAM REQUIREMENTS

200 level courses will count toward the fulfillment of the major and include Domain of the Past courses for non-majors and some global/comparative courses. The courses at this level will emphasize critical reading skills, global perspectives, and essay writing. The work load at this level will entail an average of between 50 to 100 pages of reading per week.

300 level courses will have as a prerequisite completion of History 199 - Historical Concepts and Methods (or the consent of the instructor). The courses at this level will promote the ability to engage in historical research, to demonstrate the understanding of historiographic interpretation and argument and develop the skill to present historical information orally. Written expectations will involve a historiographical essay or major research paper as part of the expected outcome of the student experience in these courses. Reading for these courses will entail an average of 100 to 200 pages per week.

I. STANDARD CONCENTRATION:

Common core: two courses

History 199: Historical Concepts and Methods.

History 397: Senior Seminar.

200 Level Courses: six courses. One from each of the following categories: USA; Europe; Latin American; Africa; Asia; Intercontinental/Comparative.

300 Level Courses: four courses. Majors are encouraged to take these courses from at least two district geographics areas.

History Electives: four additional courses from either 200 or 300 level courses.

History majors will work with their faculty advisor to select courses which will enhance their historical knowledge. Six of these courses must have the faculty adviser's approval.

II. PRELAW CONCENTRATION

History: 199 Historical Concepts and Methods (should be taken before junior year); 220 The One World of the Twentieth Century; 292 England to 1688 or 328 English Constitutional History; 385 United States Constitutional History to 1865; 386 United States Constitutional History Since 1865; 388 The History of the U.S. Bill of Rights or 389 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 200 level courses, one from each of the following area: Latin America, Asia, Africa.

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 304 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: Three core courses: 199 Historical Concepts and Methods (should be taken before senior year); 393 Teaching History and the Social Sciences; 397 Coordinating Seminar; six 200 level courses (in addition to two 300 level in core); two additional History courses. 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
Six history courses distributed as follows: 199 Historical Concepts and Methods; three 200 level courses chosen from three distinct areas; two 300 level courses.

COURSES
All courses except History 392, 398 and 399 carry 4 quarter hours credit.

FOUNDATION COURSES

199 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.

UNDERGRADUATE COURSES

INTERCONTINENTAL/COMPARATIVE

201 Creation of Global Economy: 1500-1914. Examines one of the most significant developments defining "modern" times and structuring life in the contemporary world: the growth of mercantilism in the 16th and 17th centuries, the creation of industrial capitalism in England during the 18th and 19th centuries, and its steady expansion to world proportions, resulting in the global economy of the 19th and 20th centuries. In addition to the developments in Europe, considers social and economic changes in key regions of the world, including Latin America, Africa, India and East Asia.

218 World History 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.

219 World History II. This course will examine the global integration of all societies from 1500 A.D. to World War I.

220 World History III. A survey of the political, cultural, and technological developments of the years since 1900, concentrating on the growth of a single worldwide civilization and on the changing international balance of military, political and economic power.

260 Themes in World History.

EUROPE


208 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.

209 Russia: 1905 to 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.

210 Medieval People: 400 to 1400 A.D. The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchman and nuns, urban merchants, intellectuals, and artisans. Who were these Medieval people, what differentiated them, how did they interact with each other, and how and why did these interactions change over time?
211 From Renaissance to Enlightenment: 1300-1750. The development of new European ideologies in a time of heightened political and social conflict, from the rebirth of ancient culture in Renaissance Italy, to the religious debates of the Protestant Reformation; from the theories of absolute monarchy to the early revolutionary ideologies of the Enlightenment.

212 Medieval and Renaissance Women. Gender roles and ideologies in pre-modern and early modern Europe, from ancient Mediterranean and Germanic women to high Medieval ladies, nuns, serfs, and city women, from early feminism to the restrictions and opportunities brought by the Renaissance and Reformation. Emphasis on primary sources, especially women's writings.

213 Medieval Mystics in Europe: 1000-1600 A.D. The evolution over time of theories and experiences of human union with God, and of varied Christian spiritual paths and practices, as described in mystical literature, saints' lives, religious art, and music. Emphasis on the monastic, urban, and courtly institutional contexts of the documents.

214 Eastern Europe to 1699. A survey of the area's settlements 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.

215 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.

216 Eastern Europe: 1914 to 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.

217 Modern Europe: 1750 to Present. A survey of European history from 1750 to the present.


235 European Expansion: Age of Exploration and 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.

236 European Expansion: Age of Empire. 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.

261 Themes in European History.

272 Fascism and Counter Revolution. An analysis of the various ideological trends that form the mature Fascism from 1920 to the present.

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.
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.

The British Empire in the Age of Victoria. A survey of Imperial Britain in the 19th Century.

History of England to 1688. A survey of cultural, social, economic, and constitutional developments in England from the Norman Conquest to the Glorious Revolution.

History of Britain Since 1688. A survey of modern British history since the Glorious Revolution with special emphasis on the continued evolution of the constitution, the industrial revolution, imperialism, and Britain's changing role in Europe.

Cities and Markets in Asian History. An analysis of the impact of urbanization on the development of civilization and society in Asia.

Survey of South Asia: India to 1700. Examines the social, cultural, and political histories of South Asia from prehistoric times to the waning of the Mughal Empire.

Islam in World History I. Foundation of First Global Civilization (600-1100). A study of the emergence of Islam and the growth of the Islamic community from the time of the Prophet Muhammad until the end of the eleventh century.

Islam in World History II. Sultans, Khans and Shaykhs: Medieval Islamic History (1000-1500). A survey of Islamic history from the decline of the Arab caliphate to the rise of the great gunpowder empires, addressing themes of political expansion, military slavery, devastation brought about by the twin plagues of the Mongols and the Black Death, and the growth of Islamic mysticism.

Islam in World History III. Great Islamic Empires (1400-1920). 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: A Survey of Orientalism. From "heresy" to "the Green Threat," this course studies the changing perceptions of Islam and the Islamic world held by those in "Western" societies from the time of the Crusades down to the contemporary era.

Politics and Culture in Medieval Japan. Examines the rise of two ruling classes in Japan and the respective cultures created by each: the aristocratic class that ruled from the Chinese-style capital of Heian between roughly 800 and 1200; and the samurai class that dominated the land from the 1200s on. Topics include social and economic developments, court ladies and their literature, varieties of Japanese Buddhism, and the samurai warriors' culture of the indefinite — Zen, Noh theater, and more.
231 The Rise of Modern Japan. Examines the creation of an authoritarian and increasingly fluid 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. Twentieth-century topics include 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.” Stresses the interaction of Japan’s cultural history and the international political economy.

232 Culture and Politics in Imperial China. Examines the history of Chinese civilization from the early Shang kingship through the development of the Chinese Empire (221 B.C. - A.D. 1911). We will focus on systematic changes in political, economic, and social structures in China and the intellectual and cultural forms that each configuration produced. Topics include the growth of the Chinese empire, Chinese forms of Buddhism, and the development of Chinese philosophy, scholarship and literature.

233 The Rise of Modern China. Examines the history of Chinese civilization from the 18th century to the present. We will survey the height of the authority of the Qing Imperial government, its dissolution in the 19th century, and the creation of a revolutionary China in the 20th century. Topics include the Opium War and China’s foreign relations, the introduction of Westernized technology and education, and the rise of Communism under the leadership of Mao Zedong. Also considers the ways in which our contemporary understanding of China is formed by recent developments in the media — Chinese news and film.

267 Themes in Asian History.

268 Revolution in Asian History. An analysis of the development of the concept of revolution in Asia particularly in the 19th and 20th Centuries.

291 British Raj in India: The Jewel in the Crown. For 200 years India was the jewel in the British Empire’s Crown. In addition to describing the political dimensions of the British Raj, this course will deal with the character of Euro-American imperialism as a global historical process. It will also discuss the social and cultural aspects of British imperialism.

AFRICA

227 Africa to 1800: The Age of Empires. A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires.

228 Africa 1750-1900: The Age of Conquest. The focus is on the origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent.

229 Africa 1900 to Present: The Age of Revolution. The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence.

264 Themes in African History.
LATIN AMERICA

202 Caribbean Migration to U.S. 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.

203 Independence and Nationalism in 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.

205 Survey of Latin American History. 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.


250 Assassination and Terrorism in Latin America. A study of important political assassinations, theories of assassination and terrorism in Latin American History.

262 Themes in Latin American History.

UNITED STATES

237 Ideology in U.S. History: Progressivism and Populism (1877-1920). An analysis of the political and economic ideology of these two movements in U.S. History.

242 U.S. Foreign Relations. An historical overview of the programs and policies of United States foreign policy from the Revolution to the present.

243 History of the Catholic Church in U.S. This course traces the development of the Catholic Church from a missionary enterprise to the position of a major social, political, and economic institution. The course will examine the manner in which the hierarchical institution of the Catholic Church has related to the Liberal ideal of American Democracy.

244 Religion and Popular Culture in America. An analysis of the relation between belief systems and the elements of popular culture in the U.S.

246 African-American History in U.S. 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.


251 Assassination and Terrorism in U.S. A study of important political assassinations, theories of assassination and terrorism in the U.S.

263 Themes in U.S. History.
265  Themes in African-American History.

270  Geographic Approach to U.S. History. This course considers how the American landscape has been shaped by Native occupants, and later, by agricultural settlement and industrial development. A key theme is how culture has shaped the physical world we inhabit, from 1500 to circa 1950.

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.

279  Westward Expansion in U.S. Explores traditional, comparative, and multicultural perspective of successive frontiers in American history. The period covered is approximately 1775 to 1890.

280  U.S. to 1830. A survey of the main themes in U.S. History from the earliest European settlements to the end of the Era of Good Feelings.

281  U.S. from 1830 to 1920. A survey of the major social, political and economic themes in U.S. history from the Era of Good Feelings to the end of the Progressive Era.

282  U.S. from 1920 to Present. A survey of the major social, political and economic themes in U.S. history from the end of World War I to the present.

284  History of Education in the U.S. Thematic study of the educational developments in U.S. History

285  History of Work in the U.S. Thematic study of the growth of the professions, of skilled and unskilled labor, and the impact of working populace on U.S. history.

286  Euro-American Settlement of the Midwest. Looks at regional patterns of settlement from the fur trade to the railroad using primary and secondary sources.

287  History of the Antebellum in U.S. A regional study of the pre-Confederate southern states, including the colonial period.

288  Women in U.S. History to 1860.

289  Women in U.S. History since 1860.

SPECIAL TOPICS

245  Documentary Drama in the 20th Century. This course will examine the trend to documentary drama in the 20th century, the major forces that effected this genre of theater, the major figures who influenced both the theater and the society of this century. In particular, the students will examine the works and background of these works of such figures as Bertold Brecht, the Federal Theater Project of the Works Progress Administration and the documentary drama of the 1960's. The students will study particular plays as well as the political, economic and social background against which these are set.

252  The Age of the Cold War: World 1945 to 1990. A survey of events and personalities that had an impact on the world during the half-century of the Cold War.

253  Race, Nationality, National Consciousness.

254  City in History.

255  Foreign Relations and Global Sequence. The major crises of U.S. Foreign Policy since the end of World War II.
Women in History.

History of Science.

Themes in History of Imperialism.

Introduction to Public History. Through readings and site visits, this course looks at the presentation of American history for public consumption, particularly museum exhibitions, historic preservation, and archival collections. Good preparation for an internship in history.

Ideas in History.

Film in History.

War and Peace in the Modern Age. An analysis of the impact of the United Nations in securing an era of peace after World War II.

World War I in History: Literature and Film.

ADVANCED UNDERGRADUATE COURSES

Prerequisite: History 199 or consent of instructor.

EUROPEAN

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.

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.

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.

The Age of Reformation. Late medieval religion and society; the Reformation of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world.

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.

Topics in European History.

The Nation and Nationalism in Europe. Examines the emergence of nations and nationalism in modern Europe as well as nationalists' use and abuse of history.

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.


Britain in the Twentieth Century. An in-depth look at selected themes in recent British history including the economic and imperial decline of Great Britain.
DEPARTMENT OF HISTORY

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

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

ASIAN AND AFRICAN

321  Topics in African History.

322  Topics in Asian History.

338  Political Crisis in Ancient China. This course examines four teachings Confucianism, Mohism, Taoism, Legalism in relation to social disorder.

339  Westernization in East Asia. Examines the cultural history of westernization in China and Japan from 16th through 19th centuries.

340  Culture and Gender in Asian Japan. Examines gender and literature in the aristocratic culture of Asian Japan [c.800-1200]

352  Muslim India. Examines the social, cultural and political histories of South Asia from prehistoric times to the waning of the Mughal Empire.

353  Modern India and Pakistan. Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the Third World.

366  The Modern Middle East and North Africa. The history of the region since 1800. The end of Ottoman Empire and impact of European Imperialism with the renewal of Islam.

391  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

303  Topics in Latin American History.

305  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.

306  Colonial Latin America: Power and the Development of a Multiracial Society. The multiracial origins of colonial rule in the Americas from the 15th to the early 19th century.

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

311  The History of the Caribbean: From Columbus to Castro. The history of the Caribbean from colonial times to the present, with special emphasis on the factors that give each nation its particular character.

312  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.
314  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

301  History of Chicago. A history of the founding and evolvement of Chicago from a frontier village of a major industrial, commercial and cultural center.

342  Topics in African-American History.

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

370  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.

371  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.

372  Jefferson, Jackson, and the Coming of the Civil War. The historical forces that shaped the early growth and development of the republic.

373  Civil War and Reconstruction, 1860-1877. The causes of the war, its development and major problems of the peace.

374  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.

375  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.

376  The United States Since 1945. Significant developments in American life during the period after World War II.

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

383  The Development of the American Empire. Development of basic American foreign policies during the formative period and the genesis of American imperialism.

384  Topics in American History. Taught in cooperation with the English Department. May carry credit in English or History.

385  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.

386  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 History of the U.S. Bill of Rights: The Crucible of Freedom. 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.

History of the U.S. Supreme Court: The Arbiters of Liberty. 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.

African-American Urban History.

INTERCONTINENTAL/COMPARATIVE

The Cultures of Early Christianity.

Maps in History and Culture. Examines maps in multiple cultures and the relationship of these to local geographies and perception of place.

Ethnohistory. The Study of Preliterate Peoples.

Topics in World History.

The Crusades. Addresses the Crusades to the Holy Land from a World Historical Perspective.

SPECIAL

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

Extramural Internship. Selected students are placed in work-study positions, under faculty supervision to help prepare themselves for non-teaching careers with background in historical technique. Credit variable.

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

Nuremberg to Bosnia: Sources and Evidence.

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

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

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

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**

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 Community 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.

(Note: Occasionally the Honors Program experiments with alternative pairings. See current Course Schedule or the Honors Program Homepage for specific listings.)
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. In addition, honors students who do not place into calculus or who will not take calculus as part of their program, must complete Quantitative Reasoning (Interdisciplinary Studies 120) before completing the science requirements. 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. Students who have AP credit may receive college credit, but they must still complete one year of language study at the appropriate level to complete the Honors Program requirement. Honors students majoring in a modern language must complete a year of study in a second language.

Junior Year Two-Quarter Sequence: Students who are not science majors are required to complete a two-quarter sequence involving 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 who are not science majors 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. Students are encouraged to use one of these electives for a course involving experiential learning; Discover Chicago may count as one of these electives. With the approval of the program director, a seminar at Newberry Library may satisfy this requirement as well.

Junior Year Requirements for Science Majors: Science majors are required to take one 300-level elective, as described above, and one "Honors Program Approved Course," that is, a course that is part of a two-quarter sequence, or HON 300.

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; moreover, 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 103 and HON 105 or HON 101 and HON 104 Language III X</td>
</tr>
</tbody>
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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>
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</thead>
<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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<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>Jr. sequence X X X</td>
<td>Jr. sequence X</td>
<td>HON elective X</td>
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</table>

**THIRD YEAR** (3 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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</thead>
<tbody>
<tr>
<td>HON elective X X X</td>
<td>HON 35C or thesis X</td>
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</tbody>
</table>

**FOURTH YEAR** (2 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 102 X X X</td>
<td>HON 103 X X X</td>
<td>HON 204 X 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>
</tr>
</thead>
<tbody>
<tr>
<td>HON 102 X X X</td>
<td>HON 103 X X X</td>
<td></td>
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</table>

175
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</td>
<td>HON 105</td>
<td>HON 101 and HON 104</td>
</tr>
<tr>
<td>Language I</td>
<td>Language II</td>
<td>Language III</td>
</tr>
<tr>
<td>X</td>
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<td>X</td>
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</table>

THIRD YEAR (6 Honors courses over the year)

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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</thead>
<tbody>
<tr>
<td>HON 202</td>
<td>IDS 220 (science majors) or Science I</td>
<td></td>
</tr>
<tr>
<td>IDS 220 (science majors) or Science I</td>
<td>X</td>
<td></td>
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<tr>
<td>X</td>
<td>X</td>
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</table>

FOURTH YEAR (4 Honors courses over the year)

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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</thead>
<tbody>
<tr>
<td>HON Jr. sequence</td>
<td>HON Jr. sequence</td>
<td>HON 350 or thesis</td>
</tr>
<tr>
<td>HON elective</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>X</td>
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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.

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 104: Religious Worlds and Worldviews.*

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.
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 105: Philosophical Inquiry.

104 **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 ultimacy, 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 101: World Literature.**

105 **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 103: Enduring Themes in Human History Since 1500.**

201 **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.
202 **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.

203 **Art, Artist, and Audience II.** A continuation of 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 focusing on music for the final eight weeks.

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.

300 **Junior Seminar** (cross-listed as IDS 300). 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.

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.

395 **Senior Thesis.** Students may elect to do a senior thesis rather than take 350. Once their project is approved, they may sign up for course credit under this number. Students wishing to do an Honors Program Thesis must submit an application signed by two faculty directors and a two-page project description to the Honors Program Director by the eighth week of the quarter prior to that in which the project will be done.

For current information, see the Honors Program Homepage at www.depaul.edu/~honors.
Interdisciplinary studies is the designation for a special set of Liberal Studies courses. 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 then most Liberal Studies courses and frequently they use classic writings from several disciplines. Such courses do not merely transcend the intellectual bounaries of various disciplines; they create and explore new, wider fields of study.

COURSES

IDS 101  
**Focal Point Seminar.** Focal Point Seminars begin with a topic: an event, issue, person, place or idea which is framed from the faculty member's experience and intellectual perspective and from the perspective of the students. The course continues to examine the topic by revealing the multi-faceted nature of the topic as it is addressed through a number of disciplinary perspectives. During the autumn quarter the course includes a component led by a Staff Professional which addresses transitional issues. **Courses available to first-year students only.**

IDS 102  
**Chicago Focal Point Seminar.** This focal point seminar combines the elements of Discover Chicago and the Focal Point Seminar. These seminars will be either about a topic specific to Chicago or will rely on the use of Chicago resources. These seminars may include experiential learning and service learning components. During the autumn quarter, the course includes a component led by a Staff Professional which addresses transitional issues. **Courses available to first-year students only.**

IDS 103  
**Discover Chicago.** Discover Chicago courses acquaint DePaul first-year students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. This is done through a variety of means, but particularly through first hand observation, participation, personal discovery and reflection. The course begins with an immersion week one week prior to the official start of the autumn quarter. Classes continue to meet throughout the autumn quarter. In addition, there is a component led by a Staff Professional which addresses transitional issues. **Courses offered during the autumn quarter and available to first-year students only.**

IDS 120  
**Quantitative Reasoning.** This course is intended to enable students to develop their own understanding of quantitative reasoning as a form of argument. Through the exploration of actual problems and case studies, students will deal with estimations and questions of scale, create and interpret graphs, and critique quantitative arguments. The course will incorporate the use of technology as a tool for learning and applying quantitative reasoning. **Prerequisite: MAT 101 or placement by the Mathematics Diagnostic Test. Students who place into calculus on the placement exams or who plan to take calculus or business calculus are exempt from this requirement.**
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. The full sequence is a junior year option for students in the Liberal Arts and Sciences Honors Program.

220-221-222  **Interactions of Science and Civilization.** A three-course sequence designed to provide information about the history of science, to develop a deeper comprehension of scientific method, to increase understanding of the interaction of science with the socio-cultural context, and to develop a clearer and more sophisticated appreciation for the ethical implications of scientific discovery and for the role of ethical choice in the professional life of the scientist. The first quarter deals with the period from antiquity to the mid-17th century. The second quarter, subtitled “Science in an Age of Laws and Certainty,” treats the period from 1650 to 1905. The third quarter treats modern issues and problems. 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  **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.

330  **Exotic Cat Management I.** Basic biological analysis of major behavior patterns in the Great Cats (lion, tiger, leopard, cougar), with emphasis on territoriality, predation and reproduction. Orientation for Field Studies with living Great Cats. **Prerequisites: Sophomore standing or above. Minimum G.P.A. 3.0 This is the first course of the two course sequence 330-331. It is required that students take both courses.**

331  **Exotic Cat Management II.** Analysis, reduction and synthesis of data obtained with living Great Cats during the Field Studies. Lectures and discussions on special medical, behavioral or environmental problems encountered during the Field Studies. **Prerequisite: ECM I and completion of Field Studies.**
**Exotic Cat Management Analysis.** Two quarter hours. Analytical studies on data collected from behavioral observations on four species of Great Cats. Lectures and discussions on problem areas (medical, psychological, environmental) detected during Field Studies. **Prerequisites:** Biology 301 (Animal Behavior) and Field Studies (no-credit) with Felids at a DePaul-Affiliated Animal Facility. Open to Biology and Environmental Science majors only. Two quarter hours of credit.

**Special Topics.** Variable credit.

**Internship Seminar.** The internship seminar is intended to be a structured academic experience which allows students to integrate and apply the theory, research, and skills of their discipline in a work setting. Discussions will center around the integration of the philosophy and principles of internships, service learning, and academic disciplines. **Registration is by permission of the Director of the Liberal Arts and Sciences Internship Office.** Variable credit.

**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 finding of the social sciences (Political Science, Economics, Sociology, Geography and Anthropology) as well as History, Literature and the Arts. Students in this area master information about the origins and development of different peoples and nations, the patterns of conflict and cooperation that have shaped the relationships between nations, and issues and problems that affect the future global order. This program is designed to equip students with perspectives and skills to successfully meet challenges of any international career, including law, diplomacy, business, communication, education, public service, and research.

The International Studies Program offers concentrations in either English-(standard) or Spanish (Bilingual Professional Preparation). Within the standard concentration, students work with an advisor to devise a set of concentration courses that focus the program in a direction they desire. In the Spanish concentration, the course of study is fixed and students receive pre-professional counseling in law or business.

FACULTY

ROBERT ROTENBERG, PH.D.,
Professor and Director (Anthropology)
University of Massachusetts, Amherst

JOHN BERDELL, PH.D.,
Assistant Professor (Economics)
Cambridge University

MICHAEL BUDDE, PH.D.,
Associate Professor (Political Science)
Northwestern University

PATRICK CALLAHAN, PH.D.,
Associate Professor (Political Science)
The Ohio State University

FASSIL DEMISSIE, PH.D.,
Associate Professor (Urban Studies)
University of California, Los Angeles

ROBERTA GARNER, PH.D.,
Professor (Sociology)
University of Chicago

DOUGLAS R. HOWLAND, PH.D.,
Assistant Professor (History)
University of Chicago

JAMES KROKAR, PH.D.,
Associate Professor (History)
University of Indiana

MICHAEL McINTYRE, PH.D.,
Assistant Professor (International Studies)
University of Chicago

THOMAS MOOKATTIS, PH.D.,
Associate Professor (History)
University of Wisconsin, Madison

HEIDI NAST, PH.D.,
Assistant Professor (International Studies)
McGill University

ALEXIS PAPADOPOULOS, PH.D.,
Assistant Professor (Geography)
University of Chicago

JOSE SOLTERO, PH.D.,
Assistant Professor (Sociology)
University of Arizona

ROSE J. SPALDING, PH.D.,
Professor (Political Science)
University of North Carolina, Chapel Hill

SILVIA TANDECIARZ, PH.D.,
Assistant Professor (Modern Languages)
LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in international studies. The number and distribution of courses in each of the areas are as follows:

**Core:** 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

**Arts and Literature:** 12 quarter hours required. At most 2 courses from the same department or program.

**Philosophical Inquiry:** 8 quarter hours required.

**Religious Dimensions:** 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

**Scientific Inquiry:** 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

**Self, Society and the Modern World:** 8 quarter hours required. Students must register for ECO 105 Microeconomics and PSC 150 Political Systems of the World.

**Understanding the Past:** 4 quarter hours required; course must focus the time period before 1800 from a category outside of students area of specialization.

Although study in international studies contributes to a student’s liberal education, courses offered by the department of international studies are not applied towards liberal studies requirements for the international studies major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements. Courses which are designated as Self, Society and the Modern World cannot be applied toward open elective credit for international studies majors.

In addition, the three-course language sequence requirement (see below) of the international studies major may substitute for two domain courses and one open elective. The option reduces the requirements by one course among two of the following combinations of learning domains: Philosophical Inquiry or Religious Dimensions; Understanding the Past or Self, Society, and the Modern World; Arts and Literature or Scientific Inquiry.

PROGRAM REQUIREMENTS

In the first year at DePaul, students are encouraged to take a year of a language and as many liberal studies courses as possible. In their second year, students take INT 201 Emergence of the Modern Nation State, 202 International Conflict and Cooperation, and 203 International Movements of the 20th Century, as a sequence, in addition to language and liberal studies courses. Honors students should complete all two course sequences by the end of the second year. In the third year, they take INT 204 International Political Economy, 205 Cultural Analysis, and 206 Boundaries and Identities. During the last year at DePaul, students take INT 301 Senior Seminar or a research internship abroad.

Students take courses in the following allied fields, preferably before the end of their second year. These courses can be taken to fulfill Liberal Studies learning domains within the limits established by the College of Liberal Arts and Sciences:

**Economics:** 106 Macroeconomics and 105 Microeconomics. The program recommends that students whose math assessment indicates that they should take MAT 101 and MAT 130 before taking science courses should also put off taking economics courses until those math courses are completed.
Political Science: PSC 150 Political Systems of the World or HON 201 State, Markets and Societies.

FOREIGN LANGUAGE REQUIREMENT
The minimum requirement is course work through the 106 (Intermediate) course in a language of the students choice. Proficiency in a foreign language can also be demonstrated by examination. However, International Studies students are expected to gain fluency in the language and to continue studying it beyond the intermediate level. Students are strongly urged to continue their work in a language through a foreign study program. No specific set or number of courses is required.

STANDARD CONCENTRATION
The purpose of this concentration is to provide students with a depth of knowledge in an area that is meaningful to them. Some of the more common themes that students have focused on in the past include area studies of various regions (European studies, Latin American studies etc.), topical studies (international political economy, war and peace, etc.), and integrated studies (Emerging Societies, Trading Blocks, Global Environmental Issues). Students are urged to wait until after they have completed the six 200-level courses before selecting their first concentration course. In consultation with an advisor, the student chooses six courses for their concentration. Advisors are assigned during the second year of the program. Before the advisor is assigned, the program director serves as advisor for every student. Constructing the concentration is an important part of helping the student gain the most from the program. All concentration courses must be justified in writing before registration. Advisors must sign the student’s justification for taking concentration courses. Forms for doing so are available from advisors. These forms are filed with the program director, who certifies the student for graduation only when the forms are filed.

SPANISH BILINGUAL PROFESSIONAL PREPARATION CONCENTRATION
The purpose of this concentration is to permit students with advanced knowledge of Spanish to develop professional level speaking and writing skills. Students who complete this program should be able to choose between Spanish and English language graduate schools. The program is rigorous and the scheduling is rigid. Students interested in this program are urged to contact the director immediately after beginning classes in September. The official enrollment period of this concentration is during the month of September and a required assessment rest is given only in October every year. To officially enroll in this concentration, students must demonstrate that they have completed the advanced sequence in Spanish (201-203, or 205-207). However, first year students who will enroll in the 200-level sequence can be given conditional enrollment. Unless this 200-level sequence is completed in the first year of college, the student may not complete the program in four years. Students who are willing to add an additional year to their undergraduate program are still welcome in the program.

The distinctiveness of this program is that nine of the sixteen courses required for the major are taught entirely in Spanish. Unlike the Spanish language major, these courses are almost entirely social science subject matter. At the present time, the concentration offers the following Spanish language versions of courses: INT 203 International Social Movements, Cultural Survey of Latin America, Ethics and World Views of Latin America, Political Economic Survey of Latin America, Human Rights Issues in Latin America, and Environmental Economics of Latin America.

Students in this concentration have the same course requirements as standard concentration students with the following substitutions: Foreign Language: Students take the following sequence of Spanish language courses: 320 Commercial Spanish, preferably in the
Winter of the second year, 325 Translation and Interpretation, preferably in the Spring of the second year, and 326 Spanish Stylistics, preferably in the Autumn of the second year. ECO 106 Macroeconomics (Spanish version) preferably in the Spring term of the second year and ECO 105 Microeconomics (Spanish version) preferably in the Autumn term of the third year. Economics: These Spanish language courses substitute for the English versions required in the standard concentration.

Honors students wishing to take this concentration should begin in the Art, Artist and Audience Sequence in the Autumn of the second year. The third term of the second year will not be available for non-Spanish language courses.

In the third year, Spanish concentration students are required to attend a full semester at a Spanish speaking University. At the present time, arrangements call for students to attend the University of the Yucatan in Merida, Mexico.

Spanish-speaking advisors are assigned during the second year of the program. Before that, the program director serves as advisor for every student. Students in this concentration do not justify their concentration courses in writing. Since most Spanish concentration students are pre-law or pre-MBA focused, additional electives in English, Mathematics, or the College of Commerce may be necessary.

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 six courses totaling twenty-four credit hours is required.

International Studies: 201 Nationalism; 202 International Cooperation and Conflict; 203 International Movements of the 20th Century; 204 Cultural Analysis; 205 International Political Economy; 206 Boundaries and Identities.

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

150  Global Connections (formerly INT 300). This course introduces the student to the issues and approaches of international studies. It is intended for non-majors who are looking to add an international perspectives course to their study. It looks at the ways historians and social scientists have described the relationships between people living across the globe.

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.

202  International Conflict and Cooperation. This course analyzes the nature of power in the international arena, conflicts that emerge among nations, and processes through which conflict may be resolved. Themes include the efforts to build a consensus on human rights, a more equitable economic order and a healthy, sustainable environment. Prerequisite: 201.

203  International Movements in the 20th Century. This course evaluates the major ideological and geopolitical movements that have shaped international developments in the 20th century. Includes discussion of fascism, nature and varieties of socialism, colonization and decolonization of the Third World, rise and decline of U.S. hegemony, and the development of supranational institutions (MNCs, international banks, the United Nations and its subsidiaries, etc.). Prerequisite: 202 or permission of the instructor.

204  Cultural Analysis. This course introduces the student to the models and logic of cultural analysis. Building on experiences from the previous courses, it offers students the opportunity to explore a problem of meaning in their everyday lives. Students acquire greater confidence in dealing with cultural issues. Prerequisite: 201.

205  International Political Economy. Global Political Economy is a required course for all international studies majors that is also open to non-majors who have completed the prerequisites. Topics discussed include the theory of comparative advantage, trade, immigration, alternatives to neoclassical trade theory, the third world debt crisis of the 1980s and 1990s, global financial institutions, and macroeconomic stabilization packages. Prerequisites: Economics 105 and 106.

206  Identities and Boundaries. This course develops the issues surrounding identity in the modern world beyond the discussions of this topic in the Nationalism and Social Movements courses. It introduces students to a variety of models for understanding how identity formation is shaped by cultural, historical, and political construction of barriers, borders, and boundaries, and how such formations are intertwined with ethnicity, race, nationality, gender and class. Prerequisite: 203, 204.
RESEARCH AND SYNTHESIS

301 Senior Seminar. Combines formal class work and independent research. Raises philosophical questions about the nature of and prospects for a new international order, and discusses appropriate methodologies for the field. Culminates in a senior research paper. Prerequisite: senior International Studies standing or permission of the instructor.

AREA STUDIES

310 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.

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

320 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.

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

330 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.

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

340 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.

341 European Area Studies II. A continuation of the survey of institutions and cultural history described in 340.

350 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.

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

TOPICAL STUDIES

360 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.

362 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.
Topics in International Political Economy. A course that offers students the opportunity to explore international trade issues in greater depth. (See schedule for current offerings.)

Topics in War and Peace. A course that offers students the opportunity to explore security, war and peace studies in greater depth. (See schedule for current offerings.)

Topics in International Law. A course that offers students the opportunity to explore law and security issues in greater depth. (See schedule for current offerings.)

Topics in Global Culture. A course that offers students the opportunity to explore global cultural studies in greater depth. (See schedule for current offerings.)

Topics in International Organizations. A course that offers students the opportunity to explore the United Nations, the Organization of American States, non-governmental organizations, the European Union, NAFTA and similar trading block organizations, and the policy issues associated with these organizations. (See schedule for current offerings.)

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 382 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 pro-seminar (380), as well as in post-internship-directed research.

Internship Pro-seminar. 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.

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.

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 Institute of Jewish Studies to enable students at DePaul to deepen their 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 DePaul students the opportunity to major or minor in Jewish Studies and develop skills which will prepare them for careers 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.

The Spertus Institute of Jewish Studies 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 for Undergraduate Studies, College of Liberal Arts and Sciences, Lincoln Park Campus.
The Latin American and Latino Studies Program explores the broad dynamics shaping Latin American and Latino experiences and cultural contributions. This interdisciplinary program draws courses and insights from the fields of history, geography, political science, religious studies, sociology, anthropology, modern languages, and international studies. Students interested in a wide range of work requiring multicultural skills, like education, law, social work, community organizing, and business, would benefit from course work in this program. The Latin American and Latino Studies Program also serves to deepen Latino students’ awareness of their cultural heritage.

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LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in Latin American and Latino Studies. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 8 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 4 quarter hours required; course must focus on a category outside of Latin America.

Although study in Latin American and Latino Studies contributes to a student’s liberal education, courses offered by the department of Latin American Studies are not applied towards liberal studies requirements for the Latin American and Latino Studies major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

In addition, students who need to complete the three-course intermediate Spanish language sequence prerequisite (see below) for the Latin American and Latino Studies major may substitute the sequence for two domain courses and one open elective. The option reduces the requirements by one course among two of the following combinations of learning domains: Philosophical Inquiry or Religious Dimensions; Understanding the Past or Self, Society, and the Modern World; Arts and Literature or Scientific Inquiry.

PROGRAM REQUIREMENTS

STANDARD CONCENTRATION

During the sophomore year, students in this major should take the following three courses: Latin American and Latino Studies 200 Founding Myths and Cultural Conquest in Latin America; 201 Social Diversity in Latin America; 202 Multiculturalism in the United States: The Construction of Latino Communities. Some sections of LST 200 and 201 will be offered in English; others will be offered in Spanish. Majors who have completed the Spanish language sequence through the 203 level are encouraged to take these courses in Spanish.

In the senior year, students in this major should take Latin American and Latino Studies 390 Senior Seminar.
SPANISH LANGUAGE REQUIREMENT

Majors must complete at least two 200-level Spanish courses. For majors whose Spanish language skills place them beyond the 200-level, a minimum of two 300-level Spanish courses is required. Students who need to complete the three-course intermediate Spanish language sequence prerequisite for the major may substitute the sequence for two Liberal Studies domain courses and one open elective.

ELECTIVES

In addition to the core courses and Spanish requirement, majors choose another six elective courses. In selecting courses, students are encouraged to concentrate in one of four areas: Latin American History, Contemporary Issues in Latin America, the US Latino Community, and Latin American Cultural Expression. Students should choose their six elective courses in consultation with an adviser.

Elective courses approved for the major include any of the remaining courses offered by the Latin American and Latino Studies Program plus the following courses in other fields:

Art 336 Mexican Art
Comparative Literature 312 Literature of Identity: Hispanic Women Writers; 312 Literature of Identity: Border Cultures; 313 Feminist Literature: Hispanic/Latina Women Writers
Education 258 Education and Social Justice: Latinos in Education
English 369 Topics in American Literature: Latina/Latino Literature
Geography 326 Mexico, Central America and the Caribbean: Physical, Economic and Cultural Contrasts; 327 South America: Physical, Economic and Cultural Contrasts
History 118 Introduction to the History of Latin America; 262 Themes in Latin American History; 275 Film and History: Latin America; 304 Ethnohistory; 305 Exploration and Conquest of the Americas; 306 Colonial Latin America: Power and Development of a Multiracial Society; 307 Independence and Nationalism: The Making of Modern Latin America; 309 Mexico: Evolution and Revolution; 310 Inter-American Affairs; 311 From Columbus to Castro: The History of the Caribbean; 312 Latinos in the United States; 314 The Cuban Revolution; 329 Special Topics in History: Latin American History; 377 Caribbean Migrations to the United States
International Studies 203 International Movements in the 20th Century (Spanish Version); 350 Latin American Area Studies I; 351 Latin American Area Studies II; 364 Topics in International Political Economy; Latin American Survey
Political Science 244 Latin American-United States Relations; 252 Latin American Politics; 325 Latino Political Empowerment; 328 Topics in American Politics: Ethnic and Foreign Policy; 339 Topics in Political Thought: Latin American Political Thought
Religious Studies 202 Ethical Worlds: War and Justice in El Salvador; 351 Liberation Theology; 360 History, Myth and Religion in Preconquest Mesoamerica
Sociology 311 Sociology of Latino Cultures; 344 Political Sociology: Revolutions and Peasant Rebellion
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; 318 20th Century Theater: Latin American Drama; 320 Advanced Commercial Spanish; 321 Hispanic Writers of the United States; 323 Revolution in Latin American Literature; 325 Translation and Interpretation; 330 Latin American and Spanish Cinema; 331 Film as a Subversive Art; 333 Hispanic Women Writers (in English); 370 Latin American Civilization

Students may petition the Director for the inclusion of other courses that focus on the Latin American or Latino experience.
SPECIAL PROGRAMS

MINOR

A minor in Latin American and Latino Studies offers the non-major a solid, interdiscipli-
nary introduction to the Latin American region and the U.S. Latino communities.

The minor is composed of six courses. From the core courses, minors may choose either
Latin American and Latino Studies 200 Founding Myths and Cultural Conquest in Latin Amer-
ica; or 201 Social Diversity in Latin America. Latin American and Latino Studies 202 Multi-
culturalism in the U.S.: The Construction of Latino Communities is required of all minors. The
remaining four courses may be chosen from among the courses approved for Latin American
and Latino Studies credit. Minors are encouraged to take LST 390 Senior Seminar.

Minors may take LST 200 or 201 in either English or Spanish. Minors who have completed
the Spanish language sequence through the 200 level are encouraged to take this course in
Spanish.

SPANISH BILINGUAL PROFESSIONAL PROGRAM

Students in this major are encouraged to participate in the Spanish Bilingual Professional
Program. This program requires the student to take Latin American and Latino Studies core
courses and a series of their electives in Spanish in preparation for a six-month stay at the Uni-
versidad Autónoma de Yucatán. This program is designed to prepare students to pursue an
advanced degree in law or business.

STUDY ABROAD EXPERIENCE

Students who do not participate in the Spanish Bilingual Professional Program are strongly
couraged to participate in DePaul’s quarter abroad program in Mérida, Mexico or one of
the university’s other short-term study abroad programs in Latin America.

INTERNSHIP EXPERIENCE

Students are strongly encouraged to include an internship as part of their academic expe-
rience. Internships may be arranged with either a Latino community organization, a US-based
organization that focuses on Latin America, or, as part of a study abroad experience, with a
public service organization in a Latin American country.

COURSES

All courses carry 4 quarter hours credit.

200 Founding Myths and Cultural Conquest in Latin America. This is an interdiscipli-
nary introduction to Latin America prior to independence (early 1800s). Central themes include
multiculturalism, ethnicity, identity, colonialism, pre- and
post-colonial social organization and stratification, and forms of conflict and
rebellion. Both English and Spanish versions of this course are offered.

201 Social Diversity in Latin America. This is an interdisciplinary introduction to
Latin American and Latino Studies focusing on the period after independence
(19th and 20th centuries). Central themes include issues of dependence, inde-
pendence and interdependence; development and underdevelopment; revolu-
tion and counterrevolution; democracy and authoritarianism; racism and
classism in the Americas; Latin American migration and Latinos in the U.S.;
and the debates about meaning of “America” and the Americas. Both English
and Spanish versions of this course are offered.
Multiculturalism in the United States: The Construction of Latino Communities.
This is an introductory course designed to present the concept of multiculturalism by highlighting the experiences of the major Latino groups in the United States. It brings together insights from history, economics, politics, sociology, geography, anthropology, literature, film and art to explore the social and cultural experiences of the Latino communities. The course deals with issues of immigration, relationships to home countries, border cultures, identity, and strategies for empowerment.

Special Topics.

Senior Seminar. A capstone course that integrates the students’ prior course work and experiences by allowing the student to define a final culminating project. The seminar functions as a coordinated independent study course with extensive participation of Latin American and Latino Studies Program faculty.

Internship.

Thesis.

Travel/Study.

Independent Study.
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 28 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts or Sciences degree in mathematical sciences. The number and distribution of courses in each of the areas are as follows:

**Core:** 28 quarter hours required; 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

**Arts and Literature:** 12 quarter hours required. At most 2 courses from the same department or program.

**Philosophical Inquiry:** 8 quarter hours required.

**Religious Dimensions:** 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

**Scientific Inquiry:** 4 quarter hours required which must include a lab component.

**Self, Society and the Modern World:** 12 quarter hours required. At most 2 courses from the same department or program.

**Understanding the Past:** 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in mathematical sciences contributes to a student’s liberal education, courses offered by the department of mathematical sciences are not applied towards liberal studies requirements for the mathematical sciences major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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

Mathematics: 160, 161, 162 Calculus for Mathematics and Science Majors I, II, III (or 150, 151, 152 Calculus I, II, III); 260, 261, 262 Multivariable Calculus and Linear Algebra I, II, III; either 215 Introduction to Mathematical Reasoning or the combination of 140 Discrete Mathematics I and 141 Discrete Mathematics II.

Computer Science: A course in any programming language.

In planning schedules, students should expect that the sequences 310-311-312, 335-336-337, and 351-352-353 will usually be offered once every year, beginning in the Fall quarter.

Many of the other 300-level courses will be offered in alternate years only. Students should consult closely with their advisors in developing a complete program in one of the concentrations.

I. STANDARD CONCENTRATION

Common Core; at least two courses from one of the 300-level sequences; and four additional mathematics courses from among the following: any from Algebra and Number theory, Combinatorics, Geometry and Topology, Mathematical Analysis, Mathematical Physics, Operations Research; any course from Actuarial Science or Probability and Statistics numbered 348 or above; any from 301, 378, 398, 399.
Students interested in graduate study in Mathematics are encouraged to take both sequences 310-311-312 and 335-336-337.

II. QUANTITATIVE ANALYSIS AND OPERATIONS RESEARCH CONCENTRATION


Recommended Courses:
- Accountancy: 101 Principles of Accounting I; 103 Principles of Accounting II.
- Computer Science: 203 COBOL Programming.
- 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; 335 Real Analysis I; 336 Real Analysis II; 337 Complex Analysis; 355 Stochastic Processes; 354 Multivariate Statistics; 357 Nonparametric Statistics; 386 Advanced Numerical Analysis. Mathematics 335, 336, and 337 are recommended for students preparing for graduate study in mathematical statistics.

IV. ACTUARIAL SCIENCE CONCENTRATION

Common Core plus 351 Probability and Statistics I; 352 Probability and Statistics II; 353 Probability and Statistics III; 361 Actuarial Science I; 362 Actuarial Science II; 363 Actuarial Science III.

Recommended Courses:
- Accountancy: 101 Principles of Accounting I.
- 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 260, 261, 262, or any 200 or 300-level course admissible for credit as part of the standard concentration in Mathematics.

STATISTICS MINOR

Any five courses from the probability and statistics area numbered 242 or above. Note that Mathematics 160, 161, and 162 (or 150, 151, and 152) are available for Liberal Studies Credit.

BACHELOR OF SCIENCE/MASTER OF SCIENCE IN APPLIED MATHEMATICS

The 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 on previous page).

I. QUANTITATIVE ANALYSIS AND OPERATIONS RESEARCH CONCENTRATION

Undergraduate: same as those listed for the B.A.

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

130 College Algebra and Precalculus. Functions, inverse functions, graphing, linear and quadratic functions, radicals and exponents, exponential and logarithmic functions. Prerequisite: 101 or placement by the Mathematics Diagnostic Test.

131 Trigonometry and Precalculus. Polynomials, rational functions, basic trigonometry, triangle trigonometry, trigonometric identities and equations. Prerequisite: 130 or placement by the Mathematics Diagnostic Test.

FOUNDATION

140 Discrete Mathematics I. The logic of compound statements, application to digital logic circuits and computer arithmetic, the logic of predicates and quantified statements, programming logic, basic mathematical arguments and methods of proof, sequences and mathematical induction, algorithms, combinatorial reasoning, the binomial theorem. Prerequisite: 130 or placement by Mathematics Diagnostic Test.

141 Discrete Mathematics II. Set theory, functions, order notation, finite state machines, recursive sequences, recursively-defined sets, recursive algorithms, function properties, graphs, trees. Prerequisite: 140.
145  *Calculus for Information Systems.* Limits, continuity, the derivative and rules of differentiation, applications of the derivative, exponential and logarithm functions, the definite integral and some methods of integration, improper integrals.  *Prerequisite:* 141.

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

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


160  *Calculus for Mathematics and Science Majors I.* Same content as 150, but meets one additional hour a week in order to cover the material in greater depth. Students considering a math major are advised to take the 160 or 170 sequence.  *Prerequisite:* 131 or placement by Mathematics Diagnostic Test. Mathematics 131 may be taken concurrently. 5 quarter hours.

161  *Calculus for Mathematics and Science Majors II.* Same content as 151, but meets one additional hour a week in order to cover the material in greater depth.  *Prerequisite:* 150, or 160, or 170. 5 quarter hours.

162  *Calculus for Mathematics and Science Majors III.* Same content as 152, but meets one additional hour a week in order to cover the material in greater depth.  *Prerequisite:* 151, or 161, or 171. 5 quarter hours.

170  *ProMath Calculus for Mathematics and Science Majors I.* Same content as 150, but students work together an additional 4 hours a week in workshops designed to enhance their understanding and enjoyment of calculus. Students considering a math major are advised to take the 160 or 170 sequence.  *Prerequisite:* 131 or placement by the Mathematics Diagnostic Test. Mathematics 131 may be taken concurrently. 5 quarter hours.

171  *ProMath Calculus for Mathematics and Science Majors II.* Same content as 151, but students work together an additional 4 hours a week in workshops designed to enhance their understanding and enjoyment of calculus.  *Prerequisite:* 150, or 160, or 170. 5 quarter hours.

172  *ProMath Calculus for Mathematics and Science Majors III.* Same content as 152, but students work together an additional 4 hours a week in workshops designed to enhance their understanding and enjoyment of calculus.  *Prerequisite:* 151, or 161, or 171. 5 quarter hours.

215  *Introduction to Mathematical Reasoning.* An introduction to basic concepts and techniques used in higher mathematics courses: set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics. The emphasis will be on problem solving and proof construction by students. It is recommended that students take this course in the sophomore year.  *Prerequisite:* 161 or 151.

220  *Linear Algebra with Applications.* (For non-mathematics majors.) Systems of linear equations, matrices and matrix algebra, determinants, applications to linear programming, graph theory, etc.  *Prerequisite:* 151.
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

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 Science III. Advanced contingencies. A continuation of Mathematics 362. Topics include: net premiums, net premiums reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans. **Prerequisite:** 362.

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

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

**APPLIED MATHEMATICS**

384  **Mathematical Modeling.** Modeling of real world problems using mathematical methods. Includes a theory of modeling and a study of specific models, selected from deterministics, stochastic, continuous and discrete models. **Prerequisites:** 220 or 262, and 348 or 351.

**EDUCATION**

110  **Mathematics for Elementary School Teachers I.** Number systems. **Prerequisite:** 101 or sufficient score on the Mathematics Diagnostic Test.

111  **Mathematics for Elementary School Teachers II.** Algebra and geometry. **Prerequisite:** 110.

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.)

340  **Topology.** An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness. **Prerequisites:** 215 and 262.

**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. **Corequisite:** 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 393.


Mathematical Physics

Methods of Theoretical Physics I. Infinite series, complex numbers, Fourier series, La Place and Fourier transforms. Prerequisite: 261.

Methods of Theoretical Physics II. Vector calculus, Legendre polynomials, partial differential equations, and probability. Prerequisite: 393.

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

Operations Research

Operations Research I: Linear Programming (cross-listed as Computer Science 387). The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. Prerequisites: 262 or 220, and any introductory programming course.

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

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

Statistics and Probability

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.

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.

Data Analysis and Statistical Software II (cross-listed as Computer Science 324). Advanced features and applications of the statistical package used in 323. Prerequisite: 323 or consent of the instructor.
326 Sample Survey Methods. Design and analysis of sample surveys; simple and
stratified random samples; ratio and regression estimation; cluster, systematic,
multistage sampling and sampling from wild life. 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 frac-
tional factorial experiments. Covariance analysis and response-surface method-
ology. 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 the-
y; discrete and continuous probability models; principles of statistical infer-
ence; 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 expres-
sion 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 soft-
ware. Prerequisite: 242 or 348.

351 Probability and Statistics I. Probability spaces, combinatorial probability meth-
ods, discrete and continuous random variables and distributions, moment gen-
erating 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 analy-
sis. Prerequisites: 353 and 262 or by consent.

355 Stochastic Processes. Discrete Markov chains and random walk, birth and death
processes, Poisson process, queuing 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 either to a military career or to a more responsible place in the civilian world.

The curriculum is divided into two parts: Basic and Advanced. The Basic course normally encompasses the freshman and sophomore academic years. Basic-course students are under no obligation to enter into a contractual agreement with the U.S. Government. The advanced course encompasses juniors and seniors who have successfully completed the on-campus basic course. Students who have attended a special six-week summer training program, students who have previous Junior ROTC training, and qualified veterans may also be admitted into the Advanced course.

Upon enrollment in the Advanced Course, the student enters into a contractual agreement with the United States Government, whereby the student agrees to accept a commission in the United States Army for a period of active or reserve duty after his graduation. The government, in return, provides a monthly stipend of $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**  
Patrick Flanagan, M.S.,  
Professor and Chair  
Governors State University

**Captain Donald Gardiner, M.S.,**  
Assistant Professor  
Lewis University

**Captain Milton Hamilton, B.S.,**  
Assistant Professor  
U.S. Military Academy/West Point
PROGRAM

In order to be commissioned an officer in the United States Army, students are required to complete the following: 101, 102 and 151 (freshman year); 201, 202 and 252 (sophomore year); 301, 302 and 352 (junior year); and 311, 312 and 362 (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, Illinois Institute of Technology or Loyola University. 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) 413-2357.

COURSES

101. **U.S. Defense Establishment.** Introduction to aspects and authority of the Department of Defense and the Department of the Army; constitutional provisions for the common defense; the concept of civilian control of the military. A practical laboratory which introduces the student to drill and ceremony, marksmanship, rappelling, communications, and first aid is required for Army ROTC cadets.

102. **Customs and Traditions of the Military.** Study of the traits and principles of military leadership and military customs. Introduction to basic military skills such as writing, briefing, first aid, land navigation. A practical laboratory which introduces the student to drill and ceremony, marksmanship, rappelling, communications, and first aid is required for Army ROTC cadets.

151. **Physical Readiness I.** Introduction to the principles of fitness and the importance of physical fitness begin incorporated into a lifestyle. Participation in an exercise program designed to improve the 5 components of physical fitness. Students will undergo an evaluation of their physical fitness level and its progression over the course of the semester. (Freshmen)

152. **Physical Readiness I.** Same as 151. (Freshmen)

201. **Fund Leadership/Organization and Plan.** Introduction to leadership techniques in conducting military briefings, writing in the Army style, issuing oral orders, and reporting information. Review “Code of Conduct”, and leader obligations. A practical laboratory which introduces the student to drill and ceremony, marksmanship, rappelling, communications, and first aid is required for Army ROTC cadets.

202. **Leadership Dynamics.** Fundamentals of decision making, planning, supervising and technology management skills necessary to coordinate and control the efforts of subordinates in the accomplishment of a task. A practical laboratory which introduces the student to drill and ceremony, marksmanship, rappelling, communications, and first aid is required for Army ROTC cadets.

251. **Physical Readiness II.** Same as 151. (Sophomore)

252. **Physical Readiness II.** Same as 151. (Sophomore)

301. **Military Ops and Tactics.** Study of small unit tactics and the leaders role in the group process, motivation, communications, socialization, and organizational effectiveness of that unit, and the impact of the leaders behavior on the entire process.
Organizational Leaders. The allocation of resources, and management functions in a small organization. Authority relationships and structural aspects of the military team. Light infantry tactics are used to demonstrate planning, provide insight and problem identification. A leadership laboratory is required.

Military Law. Study the laws and requirements that affect the military leader and unit staff relationships. Analysis of selected leadership and management problems involved in unit administration, logistics, information systems, and operations. A leadership laboratory is required.

Training and Resource Management. Cadets will be required to apply their knowledge and leadership techniques to the planning and conduct of military operations within the ROTC department. This practical application serves as a transitional vehicle for developing the senior cadet into a successful Second Lieutenant. A leadership laboratory is required.

Physical Readiness III. Same as 151. (Juniors plan and conduct training.)

Physical Readiness IV. Same as 151. (Seniors evaluate conduct of training.)

Military Theory. (Independent Study) Intensive research and study of one or more selected topics. The topics and research methodology are determined in consultation with the instructor. May be repeated for maximum of six credit hours.
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 classwork 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 and Modern Greek, Latin, 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.

In addition, the department offers a major and a minor in Japanese Studies and a minor in Chinese Studies; these programs have different requirements than the other programs listed above. They combine study of the language with supporting course work taught in English in a variety of different disciplines.

FACULTY

Paul Cheselka, Ph.D.,
Associate Professor and Chair
University of Texas at Austin

Paulis J. Anstrats, Ph.D.,
Professor Emeritus
University of Chicago

Maria A. Beltran-Vocal, Ph.D.,
Associate Professor
University of California, Irvine

Pascale-Anne Brault, Ph.D.,
Associate Professor
New York University

Glen E. Carman, Ph.D.,
Assistant Professor
Cornell University

Gary P. Cestaro, 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.,
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Regina Hahn, M.A.,
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University of Heidelberg

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ANDREW G. SUOZZO, JR., PH.D.,
Professor
University of Pennsylvania
SILVIA R. TANDECIARZ, PH.D.,
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Duke University

PLACEMENT GUIDE

Language majors, students using language as a supporting field, and those students who are intending to study only the more elementary courses should begin their studies in accordance with the following guide:

Two years of high school language: begin with 104.
Two to three years of high school language: begin with 105 or 106 (or 109 for native speakers) on approval of Language Department chair.
Four years of high school language or a more extensive background: begin with 106 (or 109 for native speakers), 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 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in a modern language. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 4 quarter hours required.
Philosophical Inquiry: 8 quarter hours required.
Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.
Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.
Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in a modern language contributes to a student's liberal education, courses offered by the department of modern languages are not applied towards liberal studies requirements for a modern language major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements. In addition, the modern language option does not apply to students majoring in a modern language.
DEPARTMENTAL PROGRAM REQUIREMENTS

I. 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: Contemporary Criticism; and eight 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 357 plus seven more courses at the 300-level. Modern Languages 350 for French 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 5 courses in the language chosen. Courses will be taken beginning at the 200/300-level. For the standard minor, a student may choose a mix of 200- and 300-level courses. However, no more than three 200-level 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, 102, 103 or Spanish 101, 102, 103) 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.

THE CHINESE STUDIES MINOR

The Chinese Studies minor consists of one year of college-level Chinese language (101-102-103 or equivalent) and five additional courses focusing on China chosen from at least two different disciplines in consultation with an advisor from the approved Chinese Studies minor course list (available in the Department of Modern Languages). Currently there are offerings in Art, Communications, Geography, History, International Studies, Political Science, Religious Studies, etc.

THE JAPANESE STUDIES MAJOR AND MINOR

A major in Japanese Studies will require the completion of twelve Japanese-related courses. The core will be formed by six to eight courses that will be taken at the 200-and 300-level in the areas of language, linguistics, culture, or literature through the Department of Modern Languages. Japanese 201, 202, and 203 (or equivalent) are required, as well as at least two of the following 300-level classes: 311, 312, 313. Japanese Studies majors are urged to take all six of these classes in order to increase their language proficiency. Japanese 330 is a strongly suggested elective for all Japanese Studies majors. Four to six classes focusing on Japan will be taken in at least two other departments or programs such as Art, History, Religious Studies, Geography, International Studies, Political Science, etc. Consult the current approved Japanese Studies course list available in the Department of Modern Languages. Students who declare this major will be assigned an advisor to help plan a detailed individualized study program.

The minor in Japanese Studies consists of one year of college-level Japanese language study (101-102-103 or equivalent) and five additional courses chosen from at least two different disciplines in consultation with an advisor from the above-mentioned approved course list. The Japanese Studies minor is distinct from and should not be confused with the Japanese Language minor listed above.
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.

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 six courses in all languages are structured to be taken sequentially. Students who have not successfully completed the previous course in the beginning (101-102-103) and intermediate (104-105-106/109) sequences (or equivalent) may not register for more advanced courses in that sequence. After taking 106 (or 109), students may register for any advanced course at the 200-or 300-level.

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

ARABIC

FOUNDATION: OFFERED ON A DEMAND BASIS ONLY

100  
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.

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

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

103  
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.

CHINESE

FOUNDATION

100  
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.

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

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

103  
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.

104  
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.
Intermediate Chinese II. Continuing practice in spoken and written Chinese and further development of reading and listening abilities in an authentic cultural context.

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

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

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

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

Other

Foreign Study. Variable credit. Permission required.

Independent Study. Variable credit.

French Foundation

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.

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

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

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.

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.

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

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

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.

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.
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.

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.

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.

French Grammar and Usage. An examination of French grammar as a linguistic system and of notions of “standard” in written and spoken French. Recommended for future teachers and students interested in grammatical analysis.

French Stylistics. An intensive writing course, providing rhetorical, linguistic, and literary analysis of varied styles of writing.

Civilization

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

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

French Civilization III. Contemporary France.

Commercial

French for Business. Advanced preparation for the use of French in the business world.

Periods/Areas

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

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

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

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

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

The Age of Enlightenment. Contributions of 18th-century French thinkers.

The Romantic Movement. Lamartine, Hugo, Vigny, Musset.

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

The Surrealist Revolution. Nerval, Lautréamont, Breton, Aragon; Films of Man Ray and Bunuel.


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

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.**

**CINEMA**

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

**OTHER**

398 **Foreign Study.** Variable credit. Permission required.

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

**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.

321 Translation. Fundamental principles of translation and acquisition of practical skills involved in translating original literary and other texts from German into English and vice versa. Prerequisites: three years of college German or equivalent.

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.

COMMERCIAL

320 Advanced Commercial German. Advanced preparation for the use of German in the business world.

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.


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.

319 Multicultural Contemporary Writers. Focus on the critical bicultural awareness of immigrant writers of German expression whose original language is not German.
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<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>304</td>
<td><strong>German Drama.</strong> Topics include: the classical period; drama of the 19th century; drama of the 20th century.</td>
</tr>
<tr>
<td>305</td>
<td><strong>German Prose.</strong> Topics include: prose from 1600 to Goethe; from the Romantic to the Realistic periods; prose of the 20th century.</td>
</tr>
<tr>
<td>306</td>
<td><strong>The Novelle.</strong> From Goethe to Grass.</td>
</tr>
<tr>
<td>307</td>
<td><strong>German Poetry.</strong> Topics include: from the Baroque to Hölderlin; from Romanticism to the present.</td>
</tr>
<tr>
<td>308</td>
<td><strong>Goethe's Faust.</strong> Part I and selected passages from Part II.</td>
</tr>
<tr>
<td>329</td>
<td><strong>The German Film.</strong> Topics from all periods.</td>
</tr>
<tr>
<td>398</td>
<td><strong>Foreign Study.</strong> Variable credit. Permission required.</td>
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<tr>
<td>399</td>
<td><strong>Independent Study.</strong> Variable credit. Permission of chair and instructor required.</td>
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</tbody>
</table>

**Greek**

**FOUNDATION: OFFERED ON A DEMAND BASIS ONLY**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>100</td>
<td><strong>Greek Practicum.</strong> 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.</td>
</tr>
<tr>
<td>101</td>
<td><strong>Classical Greek I.</strong> An introduction to the basic grammar of classical Greek for the beginning student.</td>
</tr>
<tr>
<td>102</td>
<td><strong>Classical Greek II.</strong> A continuation of the introduction to grammar with an emphasis on reading skills through vocabulary development.</td>
</tr>
<tr>
<td>103</td>
<td><strong>Classical Greek III.</strong> Special attention to reading Greek texts in conjunction with English translations for an appreciation of accurate rendering and structural divergence.</td>
</tr>
<tr>
<td>110</td>
<td><strong>Modern Greek I.</strong> An introduction to the basic grammar of modern Greek for the beginning student. Must be taken with Greek 100.</td>
</tr>
<tr>
<td>111</td>
<td><strong>Modern Greek II.</strong> 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.</td>
</tr>
<tr>
<td>112</td>
<td><strong>Modern Greek III.</strong> 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.</td>
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</table>

**Other**

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<th>Course</th>
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<tbody>
<tr>
<td>398</td>
<td><strong>Foreign Study.</strong> Variable credit. Permission required.</td>
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<tr>
<td>399</td>
<td><strong>Independent Study.</strong> Variable credit. Permission of chair and instructor required.</td>
</tr>
</tbody>
</table>
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, 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.

321 Translation. Fundamental principles of translation and acquisition of practical skills involved in translating original documents from Italian to English and from English into Italian in the areas of literature and other topics.

COMMERCIAL

320 Italian for Business. Advanced preparation for the use of Italian in the business world.

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.
### DEPARTMENT OF MODERN LANGUAGES

#### PERIODS

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>301</td>
<td><strong>Origins of Italian Literature.</strong> Topics will include the development of vernacular literature from the earliest texts to Dante.</td>
</tr>
<tr>
<td>302</td>
<td><strong>Writing the Self in the Italian Renaissance.</strong> Topics will include the evolving conception of self in texts of the Humanists, Machiavelli, Castiglione, Michelangelo, Ariosto and Tasso.</td>
</tr>
<tr>
<td>303</td>
<td><strong>Literature of the Seicento and Settecento.</strong> Topics will include Baroque and Enlightenment texts of Marino, Galileo, Vico, Goldoni and Alfieri.</td>
</tr>
<tr>
<td>305</td>
<td><strong>Towards Unification: Romantics, Revolutionaries, and Realists.</strong> Authors will include Foscolo, Leopardi, Manzoni, Verga, Carducci and Pascoli.</td>
</tr>
<tr>
<td>306</td>
<td><strong>Futurism and Beyond: Literature of the Novecento.</strong> Topics will include issues of modernity in the works of Svevo, Marinetti, D’Annunzio, Pirandello and others.</td>
</tr>
<tr>
<td>307</td>
<td><strong>The World of the Condemned: Dante’s Inferno.</strong> A close reading of the first part of Dante’s masterpiece.</td>
</tr>
<tr>
<td>308</td>
<td><strong>The Realm of Salvation: Dante’s Purgatory and Paradise.</strong> A close reading of selections from Purgatory and Paradise.</td>
</tr>
<tr>
<td>310</td>
<td><strong>Petrarca and Boccaccio.</strong> A close reading of selections from the Canzoniere and Decamerone.</td>
</tr>
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#### GENRES

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>309</td>
<td><strong>The Italian Novel.</strong> Selected topics from all periods.</td>
</tr>
<tr>
<td>311</td>
<td><strong>Italian Poetry.</strong> Selected topics from all periods.</td>
</tr>
<tr>
<td>312</td>
<td><strong>Italian Drama.</strong> Selected topics from all periods.</td>
</tr>
</tbody>
</table>

#### CINEMA

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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>329</td>
<td><strong>Italian Film.</strong> The development of Italian cinema from its origins to the present.</td>
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</tbody>
</table>

#### OTHER

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>398</td>
<td><strong>Foreign Study.</strong> Variable credit. Permission required.</td>
</tr>
<tr>
<td>399</td>
<td><strong>Independent Study.</strong> Variable credit. Permission of chair and instructor required.</td>
</tr>
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</table>

#### JAPANESE FOUNDATION

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>100</td>
<td><strong>Japanese Practicum.</strong> 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><strong>Basic Japanese I.</strong> Listening to, speaking, reading and writing Japanese in a cultural context for the beginning student. Must be taken with Japanese 100.</td>
</tr>
<tr>
<td>102</td>
<td><strong>Basic Japanese II.</strong> Continued emphasis on the four skills in culturally-authentic situations. Must be taken with Japanese 100.</td>
</tr>
<tr>
<td>103</td>
<td><strong>Basic Japanese III.</strong> 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.</td>
</tr>
<tr>
<td>104</td>
<td><strong>Intermediate Japanese I.</strong> Intensive practice in the use of Japanese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.</td>
</tr>
</tbody>
</table>
Intermediate Japanese II. Continuing practice in spoken and written Japanese and further development of reading and listening abilities in an authentic cultural context.

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

Advanced Japanese 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.

Advanced Japanese II. Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing and other writing activities.

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

Advanced Discussion and Reading I (formerly Japanese 300). Expanding the knowledge of vocabulary and kanji characters through discussions of current issues in the news and in newspapers and academic writing exercises.

Advanced Discussion and Reading II (formerly Japanese 301). Developing the formal and academic oral fluency and writing skills through authentic aural and written materials through debates and discussions of current cultural and political issues.

Advanced Discussion and Reading III. Focus on the formal expressions and interactions in business and academic settings and extensive reading of authentic materials on modern Japan with an emphasis on essay-writing activities.

Civilization

Japanese Culture (formerly Japanese 302). Discussion of selected cultural topics from different periods with appropriate collateral readings.

Commercial


Linguistics


Periods

Contemporary Japanese Literature. Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from Showa era to present.

Other

Foreign Study. Variable credit. Permission required.

Independent Study. Variable credit. Permission of chair and instructor required.
**POLISH FOUNDATION**

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<th>Course</th>
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<tbody>
<tr>
<td>100</td>
<td><em>Polish Practicum</em>. 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><em>Basic Polish I</em>. Listening to, speaking, reading and writing Polish in a cultural context for the beginning student. Must be taken with Polish 100.</td>
</tr>
<tr>
<td>102</td>
<td><em>Basic Polish II</em>. Continued emphasis on the four skills in culturally authentic situations. Must be taken with Polish 100.</td>
</tr>
<tr>
<td>103</td>
<td><em>Basic Polish III</em>. 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.</td>
</tr>
<tr>
<td>104</td>
<td><em>Intermediate Polish I</em>. Intensive practice in the use of Polish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.</td>
</tr>
<tr>
<td>105</td>
<td><em>Intermediate Polish II</em>. Continuing practice in spoken and written Polish and further development of reading and listening abilities in an authentic cultural context.</td>
</tr>
<tr>
<td>106</td>
<td><em>Intermediate Polish III</em>. Developing more fluency in speaking, understanding, reading and writing Polish with a concomitant heightened awareness of the cultural dimensions of the Polish language.</td>
</tr>
</tbody>
</table>

**ADVANCED**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>205</td>
<td><em>Polish for the Native Speaker I</em>. Introduction to grammar and written composition for native speakers of Polish with little or no formal language training.</td>
</tr>
<tr>
<td>206</td>
<td><em>Polish for the Native Speaker II</em>. Continued emphasis on improved grammar and writing for native speakers of Polish with limited formal Polish language training.</td>
</tr>
<tr>
<td>207</td>
<td><em>Polish for the Native Speaker III</em>. Advanced conversation practice emphasizing standard Polish speech for those with limited formal training in spoken Polish.</td>
</tr>
</tbody>
</table>

**OTHER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>398</td>
<td><em>Foreign Study</em>. Variable credit. Permission required.</td>
</tr>
<tr>
<td>399</td>
<td><em>Independent Study</em>. Variable credit. Permission of chair and instructor required.</td>
</tr>
</tbody>
</table>
# Russian

**Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td><strong>Russian Practicum.</strong> 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>
<td></td>
</tr>
<tr>
<td>101</td>
<td><strong>Basic Russian I.</strong> Listening to, speaking, reading and writing Russian in a cultural context for the beginning student. Must be taken with Russian 100.</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td><strong>Basic Russian II.</strong> Continued emphasis on the four skills in culturally authentic situations. Must be taken with Russian 100.</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td><strong>Basic Russian III.</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>104</td>
<td><strong>Intermediate Russian I.</strong> Intensive practice in the use of Russian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td><strong>Intermediate Russian II.</strong> Continuing practice in spoken and written Russian and further development of reading and listening abilities in an authentic cultural context.</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td><strong>Intermediate Russian III.</strong> Developing more fluency in speaking, understanding, reading and writing Russian with a concomitant heightened awareness of the cultural dimensions of the Russian language.</td>
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</tbody>
</table>

**Advanced**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>205</td>
<td><strong>Russian for the Native Speaker I.</strong> Introduction to grammar and written composition for native speakers of Russian with little or no formal language training.</td>
<td></td>
</tr>
<tr>
<td>206</td>
<td><strong>Russian for the Native Speaker II.</strong> Continued emphasis on improved grammar and writing for native speakers of Russian with limited formal language training.</td>
<td></td>
</tr>
<tr>
<td>207</td>
<td><strong>Russian for the Native Speaker III.</strong> Advanced composition and writing course emphasizing standard and literary language for those with limited formal training in Russian.</td>
<td></td>
</tr>
</tbody>
</table>

**Other**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>398</td>
<td><strong>Foreign Study.</strong> Variable credit. Permission required.</td>
<td></td>
</tr>
<tr>
<td>399</td>
<td><strong>Independent Study.</strong> Variable credit. Permission of chair and instructor required.</td>
<td></td>
</tr>
</tbody>
</table>

# Spanish

**Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td><strong>Spanish Practicum.</strong> 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>
<td></td>
</tr>
<tr>
<td>101</td>
<td><strong>Basic Spanish I.</strong> Listening to, speaking, reading and writing Spanish in a cultural context for the beginning student. Must be taken with Spanish 100.</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td><strong>Basic Spanish II.</strong> Continued emphasis on the four skills in culturally authentic situations. Must be taken with Spanish 100.</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td><strong>Basic Spanish III.</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

326 Spanish Stylistics. A capstone class requiring the writing of numerous texts of differing length and purpose. Includes the examination of rhetorical strategies and the contextual registers of language in order to develop a more effective prose style. Recommended prerequisites: Spanish 201 & 202 (or 205 & 206).

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.
315 Mexican Literature. Representative texts from different periods and genres.
323 Revolution in Latin American Literature.* Topics include: The Mexican Revolution, the Cuban Revolution, Revolutions in Central America, and a Survey of Revolutionary Movements.
327 Area Studies in Latin American Literature.* Topics include: Central America, the Andean region, and the Southern Cone.

GENRES

305 Latin American Novel.* Topics include: contemporary, testimonial novel.
309 Spanish Ballad. Origins, kinds, readings and interpretations.
311 Cervantes. Don Quixote.
312 The Spanish Novel.* Topics include: the picaresque novel; 19th-century novel; 20th-century novel.
316 The Hispanic Essay of the 20th Century. Caso, Marañón, Paz, Reyes.
317 The Hispanic Short Story.* Topics include: short story in Spain; Latin American short story: Mexican, South American, Central American.
318 The 20th Century Theater*. Topics include: Peninsular drama, Latin American drama, Hispanic theater of the United States.
319 Contemporary Poetry.* Topics include: the poetry of Spain, the Generation of 1927, Latin American poetry, Latino poetry.
321 Hispanic Writers of the United States*. Topics include Chicano literature, Puerto Rican literature, the literature of exile.
322 Hispanic Women Writers*. Topics include: Latina, Latin American, and Peninsular writers.
324 The Birth of the Novel in Spain. Theory and practice of prose fiction from the romances of chivalry to Cervantes.

CINEMA

331 Film as a Subversive Art. Decoding literature through films based on literary works by García-Márquez, Fuentes, Linspector.
OTHER

340  *Spanish Creative Writing Workshop.* Development of creative writing and analysis skills in a variety of genres, including poetry, short fiction, and theatre. Focus may vary according to the instructor.

398  *Foreign Study.* Variable credit. Permission required.

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

MODERN LANGUAGES

SPECIAL OFFERINGS
Courses offered on a demand basis only.

110  *Reading Latin I.*

111  *Reading Latin II.*

112  *Reading Latin III.*

LITERATURE IN TRANSLATION AND CINEMA

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

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

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

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

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

270  *World of the Cinema.* Critical analysis of cinematic development.

333  *Hispanic Women Writers.* Same topics as Spanish 322, but taught in English; not counted as part of a Spanish major or minor.

389  *Topics in Comparative Literature.* Variable topics. Consult course schedule for current offering.

392  *Internships.* Variable credit.

CRITICISM, LINGUISTICS AND TEACHING

349  *Teaching Modern Languages* (cross-listed as Education 349).

350  *French Phonology and Phonetics.* An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of French is a prerequisite.

351  *German Phonology and Phonetics.* An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of German is a prerequisite.

352  *Spanish Phonology and Phonetics.* An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of Spanish is a prerequisite.

353  *Italian Phonology and Phonetics.* An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of Italian is a prerequisite.
354  Theoretical Foundations and Current Research in Second/Foreign Language Acquisition. An overview of major theories and current issues in second/foreign language acquisition in both classroom and natural/non-instructed settings.

355  Contemporary Criticism. An overview of contemporary criticism from Russian formalism to post-modernism.

356  Psycholinguistics. An overview of basic issues in experimental psycholinguistics by introducing various topics, such as speech perception/production, word recognition/memory, sentence processing, first- and second-language acquisition and the brain and languages.

357  Teaching Culture in the Foreign Language Classroom. Pedagogical theory and practice in the integration of culture into the language classroom.

Other

397  Special Topics in Modern Languages. See schedule for current offerings.

398  Foreign Study. Variable credit. Permission required.

399  Independent Study. Variable credit. Prerequisite: permission of chair and instructor required.
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. Registered nurses must be licensed to practice professional nursing in Illinois.

FACULTY

SUSAN POSLUSNY, PH.D., R.N.,
Assistant Professor and Chair
University of Illinois at Chicago

KIM AMER, M.S.N., R.N., PH.D.,
Assistant Professor
University of Illinois at Chicago

SALLY BALLenger, M.S., R.N.,
Professor Emerita
DePaul University

LIN DRURY DNNc., R.N.,
Associate Professor
Rush University

MARY ANN KATHREIN, ED.D., R.N.,
Visiting Associate Professor
Northern Illinois University

PATRICIA RICE ROSEN, M.S.N., R.N.,
Assistant Professor
Loyola University

PATRICIA WAGNER, ED.D., R.N.,
Professor Emerita
Northern Illinois University
BACHELOR OF SCIENCE

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Science degree in nursing. The numbers and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, 4 quarter hour senior capstone requirement and 8 quarter hours domain electives (course must be from different domains).

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.
Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.
Scientific Inquiry: 4 quarter hours required which must be Che 111 General and Analytic Chemistry I and Che 112 General and Analytic Chemistry I Lab.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program. In addition, 2 courses must be Ant 102 Cultural Anthropology and Psy 303 Human Development.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history post-1800. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Since study in nursing contributes to a student’s liberal education, courses offered by the department of nursing are not applied towards liberal studies requirements for the nursing major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

REGISTERED NURSE-B.S. COMPLETION PROGRAM REQUIREMENTS

ADVANCED PLACEMENT

Registered nurse students who have graduated from NLN-accredited programs within the last five 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 eligibility 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 alternative course work.

ACCELERATED RN-MS PROGRAM

This is an accelerated program available to registered nurses. Minimum GPA for the previous college work is 2.85/4.0. The applicant will also need to provide evidence of college credit for the prerequisite nursing natural and social science courses with a minimum of 3.0/4.0 GPA for those courses.
Following successful completion of seven upper division nursing courses at DePaul, qualified students proceed directly to a graduate program of study. In addition, 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 B.S. and the M.S. degree requirements. The Bachelor’s degree will be awarded after successfully completing 56 quarter hours of upper division nursing courses.

NURSING PREREQUISITES AND ALLIED FIELD REQUIREMENTS

The following courses are considered foundational to the upper division major and must be completed prior to beginning clinical courses. Course requirements may be met through transfer credit, credit by examination, or completion at DePaul. Behavioral and natural science courses must be taken outside the nursing major.

- Mammalian Anatomy; Mammalian Physiology; Microbiology; General and Analytical Chemistry with lab (see Liberal Studies electives above); Human Development (see Liberal Studies requirements above); Cultural Anthropology (see Liberal Studies requirements above); Nursing 260 (or Statistics); Nursing 261 (or Finance and Accounting); Nursing 270 (or Health Education); Fundamentals of Nursing (transfer credit or ACT-PEP test); Adult Health Nursing (transfer credit or ACT-PEP test); Maternal-Child Health Nursing (transfer credit or ACT-PEP test); Psychiatric-Mental Health Nursing (transfer credit or ACT-PEP test).

CORE NURSING COURSES

The following ten courses are required for the major in nursing:

- Nursing: 330 Foundations of Professional Nursing Practice; 331 Contemporary Health Care Systems; 332 Physical and Psychosocial Assessment Strategies; 340 Introduction to the Research Process; 350 Legal-Ethical Decision Making in Health and Human Services; 372 The Professional Nurse as Community Case Manager; 337 Practicum: Professional Nurse as Community Case Manager; 380 Undergraduate Synthesis.

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.

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. Transportation to cooperating agencies is the responsibility of the student.
COURSES

All courses carry 4 quarter hours credit unless otherwise indicated. Registration in nursing courses is restricted to nursing majors unless otherwise indicated.

UPPER DIVISION ELECTIVES

A minimum of 1 nursing elective is required. The remaining 3 courses may be taken within or outside the nursing major.

260 Statistics for the Health Sciences. This course introduces the health science student to theory and application of probability, risk, descriptive and inferential statistics. Computer laboratory experience focuses on using data sets in clinical trials, epidemiology, and critical pathway development.

261 Introduction to Finance and Accounting in Health Care. This course introduces students to basic principles, concepts, and techniques in cost accounting, reimbursement, budgeting, and financial management in health care for the practicing health professional.

270 Theory and Practice of Teaching & Learning for Health Promotion. This course explores the application of theories and strategies basic to the teaching/learning process in health promotion.

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 professional discipline, the 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 Contemporary Health Care Systems. This course focuses on the analysis of systems and innovations designed to meet the needs of individuals, families, and communities at local, national, and global levels. Issues in health care are examined. May be taken for liberal studies credit by non-majors.

332 Physical and Psychosocial Assessment Strategies. This course is designed to prepare the registered nurse to perform comprehensive physical assessments and mental status exams of the individual in the context of their family and community.

340 Introduction to the Research Process. This course provides the student with basic knowledge of the research process to plan, implement, and evaluate therapeutic nursing interventions. Emphasis is on the development of skills necessary to read, interpret, and critique published and unpublished research in nursing and related disciplines.

347 Special Topics.

350 Legal-Ethical Decision-Making in Health and Human Services. This course explores legal and ethical frameworks for decision-making in clinical practice.

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.
The Professional Nurse as Case Manager. 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.

Practicum: Professional Nurse as Case Manager. This course provides for clinical application of case management theory. Experiential learning activities focus on implementing data-based clinical models for nursing practice in institutional and home health settings. The student's own work setting can be used as the basis for clinical activities.

The Professional Nurse as Community Case Manager. 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.

Practicum: Professional Nurse as Community Case Manager. This course is taken concurrently with Nursing 376 and provides opportunities for developing the professional nurse role in community health care. Experiential 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.

Undergraduate Synthesis. This course provides a capstone experience in professional nursing practice. Topics, readings, and course requirements are decided by the students in collaboration with the professor. Students will complete a project demonstrating integration of the liberal arts and sciences with the professional practice of nursing in contemporary society. Ordinarily this will take the form of a senior research project or thesis. A professional resume and final assessments also will be completed.

COURSES AVAILABLE TO NURSING AND NON-NURSING STUDENTS

Women's Health: The Physical Self. This course explores the biological dimensions of women's health. The theoretical bases for personal health assessment and decision-making from a feminist perspective is emphasized.

Women's Health: The Relational Self. This course explores the psychological and social dimensions of women's health. Contemporary theoretical bases for personal health advocacy and collective action are emphasized.

Women's Health Care Systems. This course focuses on the analysis of systems and innovations designed to meet the needs of women at local, national, and global levels. Contemporary issues in women's health care are examined.
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<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>331</td>
<td><strong>Contemporary Health Care Systems.</strong> This course focuses on the analysis of systems and innovations designed to meet the needs of individuals, families, and communities at local, national, and global levels. Issues in health care are examined.</td>
</tr>
<tr>
<td>370</td>
<td><strong>Multiculturalism in Health and Human Services</strong> (cross-listed as Nursing 407). This course is designed to enhance the student's cultural awareness through discussion of transcultural issues in health and human services, 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 a culture different from their own. A service-learning experience is required.</td>
</tr>
<tr>
<td>399</td>
<td><strong>Independent Study.</strong></td>
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<tr>
<td></td>
<td><strong>UPPER DIVISION NURSING ELECTIVES</strong></td>
</tr>
<tr>
<td>400</td>
<td><strong>Nursing Theories.</strong></td>
</tr>
<tr>
<td>401</td>
<td><strong>Nursing Research I.</strong></td>
</tr>
<tr>
<td>402</td>
<td><strong>Nursing Research II.</strong></td>
</tr>
<tr>
<td>407</td>
<td><strong>Multi-Culturalism in Health and Human Services.</strong></td>
</tr>
<tr>
<td>430</td>
<td><strong>Health Policy.</strong> Two quarter hours.</td>
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<tr>
<td>433</td>
<td><strong>Legal-Ethical Issues in Health Care.</strong> Two quarter hours.</td>
</tr>
<tr>
<td>452</td>
<td><strong>Organization and Finance.</strong></td>
</tr>
<tr>
<td>480</td>
<td><strong>Statistical Methods for the Health Sciences.</strong></td>
</tr>
<tr>
<td>481</td>
<td><strong>Advanced Physiology and Pathophysiology.</strong></td>
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<tr>
<td>482</td>
<td><strong>Epidemiology.</strong> Two quarter hours.</td>
</tr>
<tr>
<td>483</td>
<td><strong>Advanced Assessment and Clinical Decision-Making.</strong></td>
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<tr>
<td>484</td>
<td><strong>Advanced Pharmacology.</strong></td>
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</tbody>
</table>
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

PEG BIRMINGHAM, PH.D., Associate Professor and Chair Duquesne University

KENNETH D. ALPERN, PH.D., Associate Professor University of Pittsburgh

PARVIS EMAD, PH.D., Professor University of Vienna

MANFRED S. FRINGS, PH.D., Professor Emeritus University of Cologne

DONALD J. HERMANN, LL.M., PH.D., Adjunct Professor Northwestern University

DARYL KOEHN, PH.D., Associate Professor University of Chicago

DAVID FARRELL KRELL, PH.D., Professor Duquesne University

GERALD F. KREYCHE, PH.D., Professor Emeritus University of Ottawa

JAMES W. KEATING, PH.D., Professor Emeritus Catholic University of America

NIKLAS LARGIER, PH.D., Associate Professor University of Zurich

MARY JEANNE LARRABEE, PH.D., Professor University of Toronto

ROBERT LECHNER, C.PP.S., PH.D., Professor Emeritus University of Fribourg

BILL MARTIN, PH.D., Associate Professor University of Kansas

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THOMAS N. MUNSON, S.T.L., PH.D., Professor Emeritus University of Louvain
DEPARTMENT OF PHILOSOPHY

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ANGELICA NUZZO, PH.D.,
Assistant Professor
Universities of Pisa and Heidelberg

DAVID W. PELLAUER, PH.D.,
Professor
University of Chicago

KATHERINE RUDOLPH, PH.D.,
Assistant Professor
Yale University

BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in philosophy. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: not required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in philosophy contributes to a student's liberal education, courses offered by the department of philosophy are not applied towards liberal studies requirements for the philosophy major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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 303 Critical Thinking or 304 Symbolic Logic. History Sequence: four courses. 310 Greek/Medieval, 312 Early Modern, 313 Since Kant, and one of either 314 Survey of Ethics or 315 Survey of Political Philosophy. Figures and Texts: two courses. Philosophical Themes: three courses, one of which must be 320 Metaphysics or 321 Epistemology or 327 Topics in Ethics or 328 Topics in Economic, Social, and Political Philosophy. Students must also take the Seminar for Philosophy Majors. The remaining eight 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: three courses (310, 312, and 313). Figures and Texts: one course.

Philosophical Themes: one course. (One of the courses Philosophy 314 or 315 may be substituted for the Philosophical Themes 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. 303, 304.)

**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.
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.

Contemporary Issues in Ethics. This course will examine a range of ethical issues of contemporary concern, such as abortion, euthanasia, and capital punishment.

Philosophy and the Question of Race. A philosophical inquiry into such issues as racism, anti-Semitism, genocide.

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."

Issues in Sex and Gender. A philosophical investigation into the nature of sex and gender and the role they play in defining human identity.

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.

Philosophy and the Environment. A philosophical study of our environment, the nature of nature, the ecosystem, and the planet.

Philosophy and the City. This course examines the meaning of the city for philosophy and the meaning of urbanization for the formation of values.

War and Peace. A philosophical reflection upon the causes of war and the possibilities for peace.

Philosophy and Women. An examination of the unique contribution which women have made, and can make, to philosophy and the study of values.

Love, Hatred, and Resentment. A phenomenological inquiry into these three powerful emotional states.

Ethics and Public Policy. A study of the ways in which ethics can assist us in thinking about matters of public policy.

Philosophical Theology (cross-listed as Catholic Studies 275). An introduction to the interactions of philosophy and Christian theology.

Reason and Society. A study not aimed at the production of particular skills but at understanding of the proper role of reason in social institutions and the formation of public opinion.

COGNITIVE SKILLS
Prerequisite to History Sequence courses is PHL 100 or a 200-level Philosophy course.

Critical Thinking. A study of argumentation as it occurs in everyday life, the media, etc.

Symbolic Logic. A study of the methods and techniques of formulating and evaluating arguments with the help of symbolic notation.

HISTORY SEQUENCE
Prerequisite to Cognitive Skills courses is PHL 100 or a 200-level Philosophy course.

Greek and Medieval Thought. A study of selected thinkers and issues from the ancient Greek and Medieval periods.

Early Modern Philosophy. A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries.
DEPARTMENT OF PHILOSOPHY

313 **Philosophy Since Kant.** A study of some of the most influential thinkers of the last 150 years.

314 **Survey of Ethics.** An intensive study of the broad range of the history of and approaches to ethics.

315 **Survey of Political Philosophy.** An intensive study of the broad range of the history of and approaches to political philosophy.

FIGURES AND TEXTS

Prerequisite to Figures and Texts courses is PHL 100 or a 200-level Philosophy course. 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.**

380 **Selected Figures and Texts.**

PHILOSOPHICAL THEMES

Prerequisite to Philosophical Themes courses is PHL 100 or a 200-level Philosophy course.

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 of the concept of law itself.

353 Philosophy and History. A study of some of the most significant theories of history.

355 Theories of Interpretation (cross-listed as Catholic Studies 336). Philosophical hermeneutics and Biblical interpretation.

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.

386 Philosophies of Africa. A study of patterns of philosophical thinking from the African continent.

387 Philosophies of Asia. A study of patterns of philosophical thinking from the Asian continent.

390 Selected Topics and Controversies.

399 Independent Study.

SEMINAR FOR PHILOSOPHY MAJORS

391 Seminar for Philosophy Majors. A seminar on selected topics in philosophy, normally taken in the senior year.

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 Physics concentration (I) it provides a curriculum based in the traditional areas of theoretical and experimental physics. The Applied Computational Physics concentration (II) provides a hands-on curriculum in computational and experimental physics with an emphasis on applications in modern applied physics. In both concentrations student participation in faculty research is an important component of the program that prepares students for independent work in graduate school or industry. Finally, both concentrations prepare students for graduate study, either in physics or in applied sciences such as optics, photonics, scientific computing, engineering or computer science.

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 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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Adjunct Assistant Professor
(Adler Planetarium)
Northwestern University

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Professor Emeritus
University of Wales, Great Britain

TIMOTHY C. ELSTON, Ph.D.,
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University of Notre Dame

THOMAS G. STINCHCOMB, Ph.D.,
Professor Emeritus
University of Chicago

JOHN R. THOMPSON, Ph.D.,
Associate Professor
Georgia Institute of Technology

DONALD O. VAN OSTENBURG, Ph.D.,
Professor Emeritus
Michigan State University
BACHELOR OF SCIENCE

LIBERAL STUDIES PROGRAM

In addition to the 28 quarter hours required in the liberal studies core, students are required to complete 48 quarter hours distributed through 5 learning domains as part of their Bachelor of Science degree in physics. The number and distribution of courses in each of the areas are as follows:

Core: 28 quarter hours required; 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: not required.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in physics contributes to a student's liberal education, courses offered by the department of physics are not applied towards liberal studies requirements for the physics major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

DEPARTMENTAL PROGRAM REQUIREMENTS

COMMON CORE

Physics: 170, 171, 172, 270.
Mathematics: 160, 161, 162.

I. STANDARD CONCENTRATION

AFTER COMMON CORE:

Physics: 300 Methods of Computational and Theoretical Physics I; 301 Methods of Computational and Theoretical Physics II; 310 Mechanics I; 311 Mechanics II; 320 Electricity and Magnetism I; 321 Electricity and Magnetism II; 340 Thermal Physics; 350 Optics; 360 Modern Physics I; 361 Modern Physics II; 370 Electronics; 380 Experimental Physics I.

Chemistry: 111 General and analytical Chemistry I; 112 General and Analytical Chemistry I Laboratory; 113 General and Analytical Chemistry II; 114 General and Analytical Chemistry II Laboratory; 115 General and Analytical Chemistry III; 116 General and Analytical Chemistry III Laboratory.

Mathematics: 260 Multivariable Analysis and Linear Algebra I; 261 Multivariable Analysis and Linear Algebra II.
II. APPLIED COMPUTATIONAL PHYSICS

AFTER COMMON CORE:


Mathematics: 260 Multivariable Analysis and Linear Algebra I and 261 Multivariable Analysis and Linear Algebra II.

Computer Science: 215 Introduction to Structured Programming Using C++ or 225 C++ Language for Programmers.

Supporting Fields: Two from MAT 385, 386; CSC 310, 311, 325, 329; CHE 313.

III. DESCRIPTIVE PHYSICS

AFTER COMMON CORE:

Physics: Six additional courses approved by a departmental advisor.

Supporting Fields: Seven courses which must include General Chemistry 111 and 113. Note: Physics 170, 171, and 172 may be replaced by Physics 150, 151, and 152. Mathematics 160, 161, and 162, may be replaced by Physics 150, 151, and 152.

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.

AFTER COMMON CORE:

Standard program: 300 Methods of Computational and Theoretical Physics I, 301 Methods of Computational and Theoretical Physics II, 310 Mechanics I, and five additional Physics courses, chosen from Concentration I or III; Chemistry 111 General and Analytical Chemistry I, 112 General and Analytical Chemistry I Laboratory, 113 General and Analytical Chemistry II, 114 General and Analytical Chemistry II Laboratory, 115 General and Analytical Chemistry III and 116 General and Analytical Chemistry III Laboratory; Education 339 Teaching Science in the Secondary School; Mathematics 260 Multivariable Analysis and Linear Algebra I and 261 Multivariable Analysis and Linear Algebra II.

SEQUENCING

Physics, Applied Computational and Pre-engineering majors should begin with the University Physics, Calculus, provided they are adequately prepared in mathematics. These courses are prerequisites to University Physics IV, the 300, 301 sequence and 370 which should be taken in the sophomore year together with Multivariable Analysis and Linear Algebra. It is recommended that Concentration I and Pre-engineering majors take the Chemistry sequence (111, 112, 113, 114, 115, 116) in the first year. All remaining courses are determined by the requirements of the concentration. Preengineering 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.
SPECIAL PROGRAMS

PRE-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 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 the departmental office. Physics and Pre-engineering majors should be advised by faculty in the Physics department as they enter DePaul.

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 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, may elect a sufficient number of advanced mathematics 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. A computational physics minor may be obtained by taking the core curriculum and 300, 301.

Note for Recording Sound Technology majors in the School of Music: A Microelectronics minor may be obtained by taking one additional course.

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 (SERS) at Argonne. The SERS program pays a stipend, 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.
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, 390) require the payment of a lab fee of $30 per course.

GENERAL PHYSICS

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 I 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.

150  **General Physics I.** Mechanics, vibrations and fluids. Prerequisite: Mathematics 131 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 131 or higher placement by the Mathematics Diagnostic Test. 6 hours. Laboratory fee.

156  **General Physics.** Includes half of Physics 151 plus 152. Summer only. Prerequisite: 155. 6 hours. Laboratory fee.

201  **The Atmosphere and the Oceans** (cross-listed as Chemistry 224). A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution. Prerequisite: Either Physics 101 or 105, or 150, or a Level I Biology or Chemistry course.

203  **The Atmosphere and The Oceans (Honors).** A study of the atmosphere, the earth and the oceans; their interactions; ecology and pollution. Laboratory. Prerequisite: either Physics 101 or 105, or 150, or a level I Biology or Chemistry course.

204  **Frontiers in Astronomy.** Communicates the tremendous explosion of knowledge that has occurred in astronomy during the last few years and the goal of future missions in space. Prerequisite: Physics 104 or Physics 118.
206 Sound and Acoustics. Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Optional Lab. Prerequisite: any Level I 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 I Natural Science and Mathematics course.

MAJOR FIELD COURSES


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.


301 Methods of Computational and Theoretical Physics II. Fourier series. Fourier transforms, partial differential equations, Legendre polynomials, special functions. Applications to wave motion, electricity and magnetism, modern physics, optics. Prerequisite: 300. Laboratory fee.

310 Mechanics I. One- and two-dimensional motion, linear and non-linear oscillations, gravity. Prerequisite: 300.

311 Mechanics II. Conservation laws; systems of particles; central forces; dynamics of fluids; rigid body motion; Lagrangian mechanics. Prerequisites: 310.

320 Electricity and Magnetism I. Electrostatics, magnetostatics, and boundary-value problems. Prerequisite: 301.

321 Electricity and Magnetism II. Time varying fields, electromagnetic waves, and radiation. Prerequisite: 320.

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.

340 Thermal Physics. Statistical interpretation of the laws of thermodynamics and physical applications. Prerequisites: 301.

342 Computational Physics. Computational solution and simulation of physical systems; applications include nonlinear dynamics, optics, biophysics, fluids, condensed matter. Prerequisite: 301.

350 Optics. Matrix methods for image formation; diffraction; interferometry; coherence; scattering; polarization; holography. Fourier transform, spectroscopy. Prerequisite: 321.
Fiber Optics. Solution of Maxwell's equations for dielectric waveguides, optical communications, nonlinear effects in dielectric waveguides, and current research. **Prerequisite:** 321.

Modern Physics I. Quantum theory, molecules, solid state.

Modern Physics II. Atomic physics, nuclear and particle physics. **Prerequisites:** 360, 301.

Electronics. A laboratory course covering analysis and construction of analog and digital circuits used in experimental research.

Topics in Applied Physics. Current topics in applied physics, as determined by the interests of the instructor and students. **Prerequisite:** 301.

Experimental Physics I. Experimental techniques in optics, atomic and nuclear physics. **Prerequisite:** 370. Laboratory.

Experimental Physics II. Experimental techniques in solid-state and high-vacuum physics. **Prerequisite:** 380. Laboratory.

Advanced Laboratory. Variable credit Laboratory experience in techniques selected in consultation with instructor. **Prerequisite:** Consent. Laboratory fee.


Methods of Theoretical Physics (cross-listed as Mathematics 395). Special functions, complex integration, calculus of variations, coordinate transformations. **Prerequisite:** 301. Winter.

Reading and Research. Undergraduate research participation. **Prerequisite:** Consent. Variable credit.

Independent Study. Variable credit. **Prerequisite:** Consent.

**Microelectronics Courses**

Basic Electronics Principles and Techniques. Laboratory fee. Autumn.


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:** one microelectronics course or Phy 172. Laboratory fee.

Active Circuits. Circuit analysis and use of FET, and BJT linear amplifiers. Frequency response and feedback. Operational amplifiers. Laboratory fee. **Prerequisite:** 231. 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.


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

PATRICK CALLAHAN, PH.D.,
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The Ohio State University

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Queen's University, Canada

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.,
Associate Professor
Northwestern University

MINKYU CHO, PH.D.,
Assistant Professor
University of Minnesota

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University of South Carolina

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University of Illinois at Chicago

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Visiting Assistant Professor
University of Iowa

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Associate Professor
University of Michigan

J. HARRY WRAY, PH.D.,
Associate Professor
University of North Carolina.
Chapel Hill
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in political science. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 4 quarter hours required

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in political science contributes to a student’s liberal education, courses offered by the department of political science are not applied towards liberal studies requirements for the political science major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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 300-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.

AMERICAN 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.

AMERICAN 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 standpoint 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, Likacs, 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 United States 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.


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 and critiques 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.,  
Professor  
and Chair  
Rutgers University

Karen S. Budd, Ph.D.,  
Professor  
University of Kansas

Linda A. Camras, Ph.D.,  
Professor  
University of Pennsylvania

Douglas Cellar, Ph.D.,  
Associate Professor  
University of Akron

Sheldon Cotler, Ph.D.,  
Professor  
Southern Illinois University

Ralph Erber, Ph.D.,  
Associate Professor  
Carnegie Mellon University

Joseph Ferrari, Ph.D.,  
Visiting Assistant Professor  
Adelphi University

Kathryn E. Grant, Ph.D.,  
Assistant Professor  
University of Vermont

Jane A. Halpert, Ph.D.,  
Associate Professor  
Wayne State University

Gary W. Harper, Ph.D.,  
Assistant Professor  
Purdue University

Frederick H. Heilizer, Ph.D.,  
Associate Professor  
University of Rochester

Leonard A. Jason, Ph.D.,  
Professor  
University of Rochester
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts or Science degree in psychology. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.
Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.
Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.
Self, Society and the Modern World: 4 quarter hours required.
Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in psychology contributes to a student’s liberal education, courses offered by the department of psychology are not applied towards liberal studies requirements for the psychology major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.
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 five 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; 353 Abnormal Psychology; 357 Applied Psychology I; 358 Applied Psychology II; and 395 Field Work/Internship which is taken three times in the student's senior year.

Supporting Fields: To be chosen by the student in consultation with departmental advisor.

IV. INDUSTRIAL/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 356) 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, 382 Organizational Behavior, and 385 Training and Development in Organizations; two courses from 302 Personal Adjustment and Mental Health, 351 Theories of Personality, and 353 Abnormal Psychology; two courses from 303 Human Development, 347 Social Psychology, and 360 Theories of Learning and 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 faculty 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 five 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). Self, Society, and the Modern World courses (except for 105 and 106) cannot be applied toward a psychology minor.

COURSES

All courses except 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. Cannot be used as psychology major course. Prerequisite: 105 or 106. No credit if taken after or concurrently with 380.

215 Human Sexuality. Historical, cultural, psychological and physiological aspects of human sexuality. Cannot be used as psychology major course. Prerequisite: 105 or 106.

216 Mental Health Problems in Contemporary Society. A study of the problems of the mentally ill and mentally retarded. Cannot be used as psychology major course. Prerequisite: 105 or 106.
Psychological Problems of the Contemporary Family. An overview of the major psychological issues facing the contemporary family. Cannot be used as psychology major course. Prerequisite: 105 or 106.

Personal Adjustment and Mental Health. Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students. Prerequisite: 105 or 106.

Human Development. Principles of development from conception through maturity. 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.

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.

Psychology of Women. A review of research and theory on women, including sexist bias in methodology, violence and discrimination against women, gender differences in power and nonverbal behavior in relationships.

Psychology of Men. This course evaluates and investigates research and theory of the psychology of males in present society.

HUMAN DEVELOPMENT

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.

Child Psychology. Infancy and childhood. Description and evaluation of principles and theories of development from conception through childhood. Prerequisite: 105 or 106.

Adolescent Psychology. Biological, cognitive, emotional and social development. Covers theories and research on normal and abnormal development during adolescence. Prerequisite: 105 or 106.

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.

Psychology of Exceptional Children. Comprehensive introduction to the study of special children—those children who do not reach their fullest potential because of physical, social, cognitive, or behavioral factors. Prerequisite: 105 or 106.

Social and 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: 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 or consent.

363 Alcoholism, Drug Addiction, and Recovery. Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery and explorations of drug-free ways to alter consciousness. Prerequisite: 105 or 106.

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.

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: Departmental approval.
Applied Psychology II. Approaches to counseling, psychotherapy and helping relationships. Generally taken in junior year. Prerequisite: 357.

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.


BIOLOGICAL AND EXPERIMENTAL FOUNDATIONS

Theories of Learning and Cognition. Classical and modern theories. Prerequisite: 105 or 106.

History and Systems of Psychology. Historical development of psychology and its fields. Prerequisite: 105 or 106 or consent.

Seminar in Cognition (cross-listed as Psychology 563). Consideration of a current important topic area in cognitive psychology. Prerequisite: 105 or 106.


Sensation and Perception. The physiology of sensory systems and the psychological mechanisms of perception. Prerequisite: 105 or 106.

Physiological Psychology. Nervous system and endocrine functions as related to behavior. Prerequisite: 105 or 106.

Comparative Psychology (cross-listed as Psychology 554). Patterns of behavior shown by various animal species. Prerequisite: 105 or 106.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Small Groups and Leadership. Study of behavior of individuals in groups and the analysis of leadership styles as a function of the type of task and group structure. Prerequisite: 347 or 380 or consent.

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.

Personnel Psychology. Application of concepts from differential psychology and measurement to employee selection, performance appraisal, placement and training in business and other organizations. Prerequisite: 380 or consent.

Organizational Behavior. Theories in learning, personality, work motivation, job attitudes, and organizational culture, and application to employee behavior. Prerequisite: 380 or consent.

Consumer Behavior and Advertising. Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. Prerequisite: 380 or consent.
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.**

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.

Statistics I. Descriptive and inferential statistics in the behavioral sciences. **Prerequisite:** PSY 105 or 106 and Mathematics 130 or equivalent or three years of high school mathematics.

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.

Experimental Psychology I (formerly 275). Design, execution, analysis and interpretation of psychology research. **Prerequisites:** 105 or 106, 240 and 241.

Statistics II (formerly 390). Introduction to advanced statistical techniques such as analysis of variance and regression models. **Prerequisites:** 240, 241, and 242.

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 416). **Prerequisites:** 105 or 106, 240, and 340.

Experimental Psychology II (formerly 276). Introduction to experimental psychology of learning and cognition. **Prerequisite:** 242.

Introduction to Psychological Measurement (formerly 356). Measurement in psychology, emphasis on standardization, reliability, validity, test and scale development. **Prerequisites:** 105 or 106, and 240, 241, 242.

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. Can be registered for more than once. Prerequisites: senior standing and departmental approval.

398  Reading and Research. Prerequisites: senior standing and consent of chair.

399  Independent Study. Prerequisite: consent.
Public policies—which may involve government, corporations, or non-profit agencies—affect the life of every citizen. For example, governmental tax collection has a major effect on the geography of metropolitan development, the quality of local schools, and patterns of social inequality. Recent trends in U.S. politics and governmental practice also have placed public policy issues at a decisive crossroad. In the United States and other economically advanced nations there is an influential group of commentators advocating a systematic rethinking of governmental, and as such, public policy practices. In place of public bureaucratic systems for delivering services and regulating economic relations, many analysts presently contend that nongovernmental, market arrangements offer decided advantages. Similarly, in the United States and elsewhere the decentralization of governmental action has, in the last generation, become a significant policy trend.

Public Policy Studies is an interdisciplinary program offering majors the option to pursue concentrated work in the areas of Environmental Studies and Urban Studies. Students take a common core of six courses dealing with public policy processes, methods of public policy analysis, and important environmental and urban policy issues. Beyond this core curriculum, students choose either the Environmental Studies or Urban Studies track, selecting a group of courses from a focused curriculum drawn primarily from the several disciplinary departments participating in the Public Policy Program. A capstone senior seminar reconvenes the students from each concentration.

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Johns Hopkins University

**SUSAN SANDERS, Ph.D., Associate Professor**
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BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in public policy. The number and distribution of courses in each of the areas are as follows:

**Core:** 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning). 4 quarter hour sophomore seminar on Multiculturalism in the United States, a 4 quarter junior year experiential learning requirement, and a 4 quarter hour senior capstone requirement.

**Arts and Literature:** 12 quarter hours required; at most 2 courses from the same department or program.

  - **Philosophical Inquiry:** 8 quarter hours required.
  - **Religious Dimensions:** 8 quarter hours required; with 4 quarter hours in patterns and problems and 4 quarter hours in traditions in context.
  - **Scientific Inquiry:** 12 quarter hours required; including 4 quarter hours lab component and 4 quarter hours quantitative component.

  - **Self, Society, and Modern World:** 4 quarter hours.

**Understanding the Past:** 8 quarter hours required; including 4 quarter hours of pre-1800 history and 4 quarter hours primarily between 1800-1945. In addition, courses must be drawn from two categories: (1) Africa, (2) Asia, (3) Latin America, (4) North America, and (5) intercontinental or comparative.

Although study in public policy contributes to a student’s liberal education, courses offered by the public policy studies program do not apply to majors’ liberal studies requirements. There are two exceptions: the experiential learning and capstone requirements.

PROGRAM REQUIREMENTS

All Public Policy majors take the six or seven courses constituting the core curriculum. Each student also takes five courses from either the Environmental Studies or Urban Studies track. Students should complete PPS 201, 202, and 203 before enrolling in their Environmental Studies or Urban Studies "track" courses. Each student also enrolls in two "capstone" courses.

CORE REQUIREMENTS


One course in Data Analysis (Mat 242, Psy 240 or Soc 240) or Geo 341 Computer Cartography and Geo 342 Geographic Information Systems.
THE CONCENTRATIONS

ENVIRONMENTAL STUDIES
Students taking the Environmental Studies concentration must take Public Policy 320 Public Policy in Production and Use of Energy and Pollution Control and 324 Public Policy and Natural Resources, and well as three of the following courses:
- Economics: 335 Energy and Environmental Economics.
- Geography: 210 Environmental Conservation; 310 Land Use Ethics.
- Physics: 201 The Atmosphere and the Oceans.
- Public Policy: 329 Topics in Environmental Studies.

URBAN STUDIES
Students pursuing the Urban Studies concentration must choose five courses. Three courses will come from the following 200-level courses:
- Geography: 233 Comparative Urbanism; 230 Transportation Issues and Development.
- Political Science: Urban Politics.
- Public Policy: 250 Issues in Neighborhood Development.
- Sociology: 214 Police and the Urban Community; 270 Sociology of Housing.
Two courses will come from the following 300-level courses:
- Economics: 310 Economics of the Urban Environment.
- Geography: 333 City Problems and Planning.
- Political Science: 322 Urban Policymaking.
- Public Policy: 350 The City and Social Theory; 351 The Urban Landscape; 359 Topics in Urban Studies.
- Sociology: 348 City of the Future.

CAPSTONE EXPERIENCES

SENIOR PROJECT
During their final year of study, all students will conduct an independent research project or participate in a group research project. Students in the Environmental Studies concentration will enroll in Public Policy 395 Senior Project in Environmental Studies; those following the Urban Studies concentration will take Public Policy 396 Senior Project in Urban Studies.

SENIOR SEMINAR
Students from both concentrations will participate in Public Policy 398 Senior Seminar which examines an emerging environmental or urban policy issue. The seminar's topic and instructor will vary from year to year.
### Courses

All courses carry 4 quarter hours credit.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>100</td>
<td><em>Introduction to Urban Studies</em></td>
<td>In this course students explore alternative approaches to the study of cities, with particular emphasis placed on the foundational literature of Urban Studies.</td>
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<tr>
<td>201</td>
<td><em>Public Policy and Urban Issues</em></td>
<td>This course examines the development of cities as social and physical systems and relates these patterns to historical and contemporary public policy initiatives. Working from a baseline of the numerous public policy issues confronting cities and metropolitan regions, such as transportation, housing, sanitation, and social conditions, this course introduces students to some of the characteristic approaches to addressing these problems. Prerequisite or Corequisite: 100 <em>Introduction to Urban Studies</em>.</td>
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<tr>
<td>202</td>
<td><em>Public Policy and Environmental Issues</em></td>
<td>Focusing on environmental topics such as land use, resource management, conservation, waste removal, air and water quality, and regulatory policy, this course introduces students to the features and implications of various environmental policy approaches. Prerequisite or Corequisite: ENV 102 <em>Introduction to Environmental Science</em>.</td>
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<tr>
<td>203</td>
<td><em>Governments, Non-profit Organizations, and Markets: Who Should Do What?</em></td>
<td>This course examines how governments, non-profit organizations, and markets raise and distribute resources across society. Primarily introducing and using the tools of policy analysis, this course examines the role of the government, market, community, and individual in solving and contributing to urban and environmental problems. Students will learn to identify and evaluate who wins and who loses. Prerequisite: ECO 105.</td>
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<tr>
<td>250</td>
<td><em>Issues in Neighborhood Development</em></td>
<td>A major focus of urban policy and grassroots action is the condition of city neighborhoods. This course examines trends in urban policy as they have affected neighborhoods, neighborhood-grounded grassroots action, and local neighborhood development initiatives.</td>
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<tr>
<td>301</td>
<td><em>Public Policy and the Political Process</em></td>
<td>This course introduces students to the politics and routines of governmental decisionmaking. Students examine the roles, institutional contexts, and aims structuring the activities of administrators, legislators, lobbyists, and grassroots activists.</td>
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<tr>
<td>302</td>
<td><em>Implementation of Environmental and Urban Policy</em></td>
<td>This course examines how organizational cultures affect decisionmaking. The course focuses on bureaucratic decisionmaking routines, the implementation of policy, and the factors which advance or constrain effectiveness in urban and environmental settings. The course also explores the utility of various communication strategies and techniques in executing policies. Prerequisite: ENV 200 <em>Cities and the Environment</em>.</td>
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<tr>
<td>320</td>
<td><em>Public Policy in Production and Use of Energy and Pollution Control</em></td>
<td>This course examines present policies related to the exploration, siting, and development of fossil and nuclear energy resources; the production and consumption of these fuels; and the control and prevention of air, water, and refuse pollution. Students will discuss the need for policies in these areas and the evolution of present policies, as well as the strengths and limitations of these policies.</td>
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</tbody>
</table>
Public Policy and Natural Resources. This course considers the present policies underlying the designation and management of national parks, national forests, wetlands, and other public lands and regulating the use, conservation, and preservation of land, mineral, timber, and water resources. Students will discuss the need for and evolution of public policies to regulate mining, fishing, timbering, and the use of water for generating electricity, irrigation, and recreation, as well as the strengths and limitations of these policies.

Internship in Environmental Studies. Students earn academic credit by working outside the university for an organization whose agenda centers on environmental issues.

Topics in Environmental Studies. The topic of this in-depth course varies.

The City and Social Theory. In this class students explore the work of social theorists who have sought to explain the character of cities, the forces shaping urban development, and the evolving social and physical conditions of cities.

The Urban Landscape. The focus of this course is the physical environment of cities: how it has evolved over time and in different cultural contexts, how policymakers have attempted to reshape the urban landscape.

Internship in Urban Studies. Students earn credit by working in local public or non-profit agencies dealing with urban issues.

Topics in Urban Studies. This course provides an in-depth examination of various urban studies issues.

Senior Project in Environmental Studies. Working individually or in conjunction with a group research project, students research environmental problems and develop projects that explore modes of policy action directed at responding to these problems.

Senior Project in Urban Studies. Working individually or in conjunction with a group research project, students research urban problems and develop projects that explore modes of policy action directed at responding to these problems.

Senior Seminar. In this capstone seminar, students from the Environmental Studies and Urban Studies tracks will explore topics that link their respective specialty areas.
The Department of Religious Studies offers students the opportunity to explore the religious dimensions of life and culture. These dimensions are found in the culturally embedded narratives, beliefs and practices of particular religions as well as encounters with realities perceived to be ultimate or sacred. Through myth, symbol, ritual and doctrine, these religions not only provide order and meaning, they also carry capacities to challenge and transform individuals and societies. Intellectual and social maturity requires understanding the unique contributions, both positive and negative, of the religious traditions of the world to culture and consciousness. It also requires coming to terms with questions of ultimacy. The department offers courses with a comparative, thematic, or ethical focus, as well as courses in specific traditions.

The department is committed to DePaul's Catholic, Vincentian heritage, offering many courses exploring the theological, ethical, and social elements of Christianity past and present. Of equal importance to the department 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. The department makes its multicultural commitments evident through rich offerings in the Roman Catholic tradition, other monotheistic systems, and religions of Africa, Asia, and the Americas.

The Department of Religious Studies has 15 full-time members trained in South and East Asian, African, Native Meso- and North American, Islamic and Jewish Studies; American Religious History, Christian History, Biblical Studies, Theology and Ethics. Various instructors also are trained in History, Sociology, Psychology, Anthropology, Business, Women's Studies, Literature, Art History and Studio Art. Instructors employ a diverse range of methods and materials from written texts, to film, slides, theater productions, studio art projects, and music. Most instructors employ group work along with a variety of individual written and field oriented assignments. Further learning opportunities are made available through the Senior Thesis, Independent Study and Internships. While the range of resources and pedagogical styles is creatively broad, traditional goals are not forgotten. Writing, synthetic and analytic thinking, and oral communication skills are emphasized in teaching.

The major has two concentrations. The Standard Concentration exposes all students to a variety of religious traditions, elements and issues. Additional work within the concentration allows the student to continue exploring a broad range of topics or to concentrate in one area. The second concentration, Cultural Studies in Religion, explores the relationship between religions and cultures. Specialization in a particular area (Asia, the Americas, Europe and the Middle East, or Africa and the African Diaspora) is complemented by work in a variety of cross-cultural issues such as religious expressions in literature and the arts, in sociopolitical realities, ethics, and ritual. The minor has four concentrations: 1) the Standard minor, which exposes students to a variety of religious traditions, elements and issues while allowing for a focus that complements the student's major; 2) Cultural Studies in Religion, which explores the relationship between religions and cultures with a focus on a particular cultural area; 3) Women, Religion, and Spirituality, which studies religion with a special focus on issues, concerns and perspectives of women, including analysis of feminist scholarship; and 4) the Specialized minor, which allows students, in consultation with a departmental advisor, to propose a specialized concentration of six courses which complement the student's major or career interests.

More information about the Department of Religious Studies, including career opportunities, graduate schools, and current activities of faculty, students and recent graduates may be found at the department's web site, http://condor.depaul.edu/~religion.
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Teaching Associate
Graduate Theological Foundation

BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in religious studies. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.
**Arts and Literature:** 12 quarter hours required. At most 2 courses from the same department or program.

**Philosophical Inquiry:** 8 quarter hours required.

**Religious Dimensions:** not required.

**Scientific Inquiry:** 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

**Self, Society and the Modern World:** 12 quarter hours required. At most 2 courses from the same department or program.

**Understanding the Past:** 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in religious studies contributes to a student's liberal education, courses offered by the department of religious studies are not applied towards liberal studies requirements for the religious studies major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

**DEPARTMENTAL PROGRAM REQUIREMENTS**

**I. STANDARD CONCENTRATION**

56 hours in Religious Studies (60 with the Senior Thesis option). Exposes all students to a variety of religious traditions, elements and issues. Additional work within the concentration allows the student to continue exploring a broad range of topics or to concentrate in one area.

- **Foundations:** One of the following: 203, 204 or 240.
- **Traditions and Cultures:** Four courses distributed as follows. One of the following: 209 or 210; and one of the following: 211, 215 or 261; and one of the following: 241, 242, 243, 244, 245 or 262; and one of the following: 216 or 263.
- **Eight courses distributed as follows. One from each of the four headings:** Religious Ethics, Religious Thought, Religious Texts and Religion and Culture. The student will elect four additional courses in Religious Studies. Of these eight courses, at least three must be 300 level.
- **Advanced Study:** 390, or both 397 and 398.

**II. CULTURAL STUDIES IN RELIGION CONCENTRATION**

52 hours in Religious Studies (56 with the Senior Thesis option) and 12 hours in Allied Fields. Explores the relationship between religions and cultures. Specialization in a particular area (Asia, the Americas, Europe and the Middle East, or Africa and the African Diaspora) is complemented by work in a variety of cross-cultural issues such as religious expressions in literature and the arts, in socio-political realities, ethics, and ritual.

- **Foundations:** 240.
- **Three of the following:** 202, 220, 221, 223, 224, 264.
- **One of the following:** 203, 204, 254, 256, 257, 273, 283, 285, 372.
- **One Independent Study:**
Two Religious Studies electives, at least one of which must be 300 level.
Advanced Study: 390, or both 397 and 398.

Allied Field requirements: Three courses distributed as follows. Anthropology 102, and two additional courses outside of Religious Studies that directly focus on the cultural area being pursued.

**RELIGIOUS STUDIES MINOR**

**I. STANDARD MINOR**

24 hours in Religious Studies. Exposes students to a variety of religious traditions, elements and issues while allowing for a focus that complements the student's major.

Foundations: One of the following: 203, 204 or 240.

Traditions and Cultures: Two courses distributed as follows. One of the following: 209, 210, 211, 215 or 261; and one of the following: 216, 241, 242, 243, 244, 245, 262 or 263.

Three courses distributed as follows. One each from three of the following headings: Religious Ethics, Religious Thought, Religious Texts, Religion and Culture, Advanced Study.

**II. CULTURAL STUDIES IN RELIGION MINOR**

24 hours in Religious Studies. Explores the relationship between religions and cultures with a focus on a particular cultural area.

Foundations: 240.

One of the following: 202, 220, 221 223, 224, 264.


**III. WOMEN, RELIGION AND SPIRITUALITY MINOR**

24 hours in Religious Studies. Explores religion with a special focus on issues, concerns and perspectives of women, including analysis of feminist scholarship.

Foundations: 278.

Five of the following, at least one of which must be 300 level: 237, 270, 272, 274, 322, 332, 370, 372.

**IV. SPECIALIZED MINOR**

24 hours in Religious Studies.

Allows students, in consultation with a departmental advisor, to propose a specialized concentration of six courses which complement the student's major or career interests.

**COURSES**

All courses carry four quarter hours credit unless otherwise specified.

**FOUNDATIONS**

**203** Religious Worlds in Comparative Perspective (formerly 100). An examination of the nature and function of religion in human life. An exploration of common patterns underlying the variety of religious experience and expression.

**204** Religions in Chicago (formerly 100). An experience-centered introduction to the varieties of religious thought and expression manifest in the greater Chicago area. Includes site visits.
240 **Culture and Religion.** An introduction to the cultural study of religion. Considers classical, modern and postmodern approaches from a variety of traditions and academic disciplines. Uses a variety of materials such as oral and written texts and visual artifacts, as well as the works of major theorists.

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

**RELIGIOUS TRADITIONS - Religions and their Historical Development**

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 a historical perspective on the life and thought of Christian communities, and their prospects for the future.

213 **Christian Thought in Classical and Medieval Times** (cross-listed as Catholic Studies 205). A study of the development of Christian theologies in Western civilization from post-New Testament times to the Renaissance, with emphasis on St. Augustine and St. Thomas Aquinas.

214 **Transformation in Christianity from 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.

215 **The African American Religious Experience.** An historical examination of the religious experience of African Americans and its African precursors through historical and literary resources, reflecting this people's distinctive past and its interactions with other elements of American culture.

216 **The Islamic Experience** (formerly 265). 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.

237 **Gods and Goddesses in the Greek and Roman World.** A study of the variety of ways that people have understood the divine and how to relate to it in ancient "pagan" experience, concentrating on the period from the death of Alexander the Great (323 BCE) to the conversion of the Roman emperor Constantine to Christianity (313 CE).

242 **Hindu Thought and Culture.** An exploration of Hinduism as a civilization whose key reference points are religious in the sense understood in the West (ritual and transcendence), yet which finds expression in a "high culture" of literary works, political and social theory, art and architecture, music and dance, and folk and popular stories, songs and plays.
243 **Buddhism: An Intensive Introduction.** A study of Buddhism from its beginnings as a “non-orthodox” renunciant and monastic movement in ancient India, through its development into a myriad of religious expressions and practices, philosophical tendencies, and social forms over its twenty-five hundred year history.

244 **African Religion and Culture.** An exploration of diverse aspects of the African worldview, focusing on ideas about the universe, concepts of deity, rites of passage, human nature, and human destiny. Interactions between indigenous cultures and religions of Africa with Islam and Christianity will also be considered.

246 **Traditions of Chinese Popular Culture.** Promotes an understanding of Chinese worldview and life in the perspective of the common Chinese people from ancient to modern times. Based on historical and modern texts in translation, some historical and ethnographic studies, as well as visual and aural materials, the course explores gender and generational relations and conflicts, ancestor veneration, the worlds of ghosts and gods, festivals, art, and entertainment, but also aspects of misery and social unrest. Although the course will draw largely on popular and entertaining sources, it will also pay attention to historical developments, the relationship between popular and elite traditions, as well as sociological and anthropological issues arising from these contexts.

261 **Religions of Native North America.** An introductory exploration of 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. Considers variety of oral, written, ritual, visual and archaeological texts.

262 **Religions of South Asia and the Far East.** An exploration of the religious and cultural backgrounds of the major traditions of India and the Far East, focusing on their sacraments, devotional writings, liturgies and religious law.

263 **Religions of the Middle East.** A study of the historical development of major religio-cultural traditions of the Middle East, emphasizing Judaism and Islam.

268 **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.

340 **Inquiries in World Religions.** Various topics within the comparative study of religions. Specific topics for current offering are noted in the current schedule.

341 **Taoism: China’s Indigenous High Religion.** A study of Taoist thought, imagination and expression, through sacred literature, the organization of clergy, and the nature and function of its institutions in interaction with the authority of the Chinese state, with Buddhism, and with the broader scheme of popular Chinese culture and religion.

342 **Zen Mind.** A study of the thought and practice of Zen Buddhism, focusing on the role of Zen in shaping ideas, ethics and the arts in Japan and America.

360 **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 - Moral Dimensions of Religion Studied Descriptively and Normatively

201 **Religion and Ethics.** Comparative study of normative approaches to ethics in religious traditions.

202 **Ethical Worlds: Moral Issues Across Cultures.** An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world religious traditions will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

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

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

228 **Business, Ethics and Society** (cross-listed as Management 228). An examination of various ethical and moral issues arising in contemporary business and its activities which affect the society and the world.

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.

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** (cross-listed as Catholic Studies 283). 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.** Examines 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 combatting various forms of oppression.

326 **Computers, Ethics and Society** (cross-listed as Computer Science 326 and MLS 444). An examination the impact of computerized technologies in society with particular attention paid to the ethical issues raised by these social effects.
343 Moral Philosophy and Ethics in China. An exploration of Chinese ethics—the philosophical, religious and socio-political traditions which shaped them and were formed by them. Considers the major philosophical schools of China’s classical age—Confucianism, Monism, Taoism, and Legalism—with Han dynasty cosmology, the ethical orientations of the Taoist and Buddhist religions, neo-Confucianism, and also the traumatic encounter with western power and thought. Addresses comparative issues concerning traditional Chinese values in relation to western views, particularly in terms of modern relations between China (and East Asia) and the west.

RELIGIOUS THOUGHT - The Meaning of Religious Beliefs and Practices

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 Death and Its Beyond: Experience, Myths and Rituals. Religious attitudes and practices responding to the phenomena of death and dying. studied cross-culturally, conceptually and ethically.

280 Roman Catholic Theological Thinking (cross-listed as Catholic Studies 243). 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 (cross-listed as Catholic Studies 231). 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 (cross-listed as Catholic Studies 226). 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.

333 The Historical Jesus. An investigation of the Synoptic Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical facts and religious persuasion, and the significance of conflicting interpretations of Jesus, will also be considered.

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.

370 Feminist Theologies. An exploration of women’s experience as a primary resource and norm for theology, focusing on themes of inclusion, exclusion, representation and liberation in particular social, political and historical contexts.

RELIGIOUS TEXTS - Critical Reading and Interpretation of Religious Text

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.
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.

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


Varieties of Early Christianity (cross-listed as Catholic Studies 215). An examination of multicultural diversity in early Christianity through a study of materials excluded from the New Testament canon: Christian apologists defending the church against pagan intellectuals and Roman imperial magistrates; comparisons of early Christian fiction and ancient Greek novels; and an examination of Gnostic writings.

Paul and His Influence in Early Christianity (cross-listed as Catholic Studies 216). A critical study of Paul's literary remains as primary sources for reconstructing the development of the Christian movement, focusing on Paul's communities, ethics and theology. Early interpretations and assessments of Paul will also be considered.

Varieties of Judaism in the Greek and Roman World. An examination of Judaism from the Jews' return from Babylonian exile in 538 BCE to the promulgation of the Mishnah in 200 CE, with a focus on the Roman period. The Dead Sea Scrolls, as well as concepts of the Messiah, the resurrection of the dead, the final judgment and the idea of the "Bible" will be studied.

Literature and Religion in Japan. Focuses on the pervasive influence of religious thought and sentiment on Japanese literature from ancient to modern times and explores the intricate relationship between religion, aesthetics, and the arts in Japanese culture. Considers original works including ancient Japanese mythology and poetry, the memoirs of court ladies and Buddhist hermits, romance, epics, folktales and social satire, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them.

Literature and Religion in China. Focuses on the interpretation of literature and religion in China. Considers original works of literature and explores the religious origins of Chinese script and writing itself, poetry and mystical philosophy, cosmology and revealed scripture, popular tales, ballads, plays and novels, and the reworking of contemporary Chinese American authors of their literary and religious heritage, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them.

Women in the Bible. An examination of the historical role of women in the Bible and the contemporary concerns of feminist theology, women's spirituality and ethical issues arising from the contemporary application of these biblical texts to women's experiences.
Muslim Women in Texts. Explores major current approaches to the study of Muslim women, focusing on the Qur'anic conversation on women, on the commentaries provided by men, and on the emerging voices of Muslim women and non-Muslims.

The Culture of American Catholics (cross-listed as Catholic Studies 370 and 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 - The Interaction of Religion and Other Dimensions of Culture

The American Religious Experience (cross-listed as History 278). Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.

Psychology and Religion. Psychic factors operative in acquisition, formation and development of religious expression and commitment.

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

Religion and Politics in the United States. Variable topics. Explores the interplay of religion, politics and culture in the United States, focusing on citizenship and religious identity in the USA's multicultural, multiethnic, multireligious society. Various sections will focus on different particular religious communities and themes, such as the Religious Right and the Religious Left, the political activities of particular communities, and the challenges of interreligious dialogue.

Religion in Chinese History, Society and Culture. An exploration of the Chinese religious landscape, focusing on social and practical dimensions of Chinese religion, such as state rituals and private cults, liturgies and individual practices of Taoist priests and adepts, politico-religious ideas that inspired popular messianic movements throughout Chinese history, and interrelations of Buddhist and Taoist clergies and institutions in the state.

Religion in Japanese History, Society and Culture. Explores the specific interplay between religion and culture in Japan. Taking historical and cultural factors into account, it considers prehistoric Japanese religion, ancient imperial myths, the assimilation of Buddhism, Confucianism, and continental (Chinese/Korean) culture, the religious and aesthetic worlds of the court nobility and the warrior class, popular mountain cults, the revival and systematization of Shinto, the impact of western culture, Japanese ultranationalism, and the religious situation in the post-war period.

Wellness, Disease and AIDS in Cultural Perspective. A cultural study of 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.

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.
Islam in the United States. An examination of the story of Islam in the United States in three historical periods: antebellum America, the first half of the 20th century, and the latter half of the 20th century. Explores Muslim slave life; the possibilities of retentions 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 as-Faruqi, Seyyed Hossein Nasr and Fazlur Rahman.

Ireland: Religion and the Contemporary "Troubles." An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent "Troubles" in the north of Ireland. Attempts to discover the contribution of religious differences in fueling and resolving the animosities between the Unionist and Republican sides; studies the social-historical dimensions of the troubles and the Protestant and Catholic religious activities and official responses to them.

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.

Women in African Religion and Culture. A study of the role of religion and culture in the lives of women in Africa, introducing students to an "emic" (insider) interpretation of beliefs and practices of the triple religious heritage (Indigenous religions, Christianity and Islam), and critically evaluating their implications for women.

Roman Catholicism's Encounter with Other Religions (formerly 385, cross-listed as Catholic Studies 271). A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings.

Gender and Family in Early Christianity. A study of the Greco-Roman family life; early Christian moral teachings in the context of Jewish and Greco-Roman popular morality; the early Christian family with a focus on slaves and children, marriage and divorce; gender constructions of masculinity and homosexual behavior; and the position of women in the early church.

Religion and Feminism: Cross-Cultural Perspectives. A consideration of religion and feminism in differing cultural contexts using a comparative perspective. While the course will consider selected Western viewpoints; its emphasis will be on a sampling of different emerging feminisms of non-Western religious traditions.

ADVANCED STUDY

Integrating Seminar. A seminar for Religious Studies majors focusing upon the methods, classic texts and current issues in the study of religion. Prerequisite: junior or senior standing and permission of the department chair.

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 Foreign Studies Program and the chair of the Religious Studies Department.
Internship in Religious Studies. Open only to students working on Religious Studies major or minor concentrations. For more information contact the department chair. Prerequisite: Junior or senior standing and permission of the department chair.

Senior Thesis I. Religious Studies majors who wish to undertake a special project of independent study are encouraged to apply. Student works towards completion of a special project under the direction of a project coordinator and faculty committee of three. Students enroll in REL 397 one quarter and REL 398 the following quarter in the student's senior year. Prerequisite: Grade point average of 3.0 overall, 3.1 in Religious Studies courses, and permission of the department chair.

Senior Thesis II. Completion of the special project begun in REL 397.

Independent Study. Prerequisite: Junior or senior standing and permission of the department chair.
Sociology is the study of social groups and institutions. To study these the department provides a program that includes information (what we know), methodology (how we know) and theory (how we explain). The curriculum aims to provide students with a basis of understanding and participation in their own communities and enables them to pursue careers and occupations in professions related to sociological knowledge and training.

For majors interested in culture and society, the department offers a concentration in Cultural Studies that focuses on institutions such as media, popular culture, sports, the arts, and religion, as well as cultural diversity in post-industrial society.

For majors interested in careers in social work, health-related fields, education and counseling, the department offers a concentration in Health and Human Services focusing on the impact of social structures, institutions and groups on the individual.

For majors wanting to pursue a career in the areas of law enforcement and services to youth, the department offers a concentration in Juvenile Justice. In addition, the department offers a concentration in Law and Society relevant to pre-legal training and careers in the criminal justice system.

For majors planning careers in such areas as urban planning and development, real estate, architecture, social and community relations and government, the department offers a concentration in Urban Studies, which provides knowledge and understanding of contemporary trends and processes in urban areas.

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

RICHARD T. SCHAEFER, Ph.D.,
Professor and Chair
University of Chicago

NANCY M. ABBATE, B.A.,
Lecturer
Mundelein College

ROSEMARY BANNAN, Ph.D.,
Professor
Loyola University

NOEL BARKER, M.A.,
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John Marshall Law School

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Purdue University

GRACE BUDRYS, Ph.D.,
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ROBERTA GARNER, Ph.D.,
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Lecturer
University of Illinois, Chicago

THEODORIC MANLEY, JR., Ph.D.,
Associate Professor
University of Chicago
BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in sociology. The number and distribution of courses in each of the areas are as follows:

Core: 32 quarter hours required: 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 4 quarter hours required.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in sociology contributes to a student’s liberal education, courses offered by the department of sociology are not applied towards liberal studies requirements for the sociology major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

DEPARTMENTAL PROGRAM REQUIREMENTS

SOCIOLOGY MAJOR

The major consists of a five-course core program and eight department courses. A student may select the eight courses from one concentration or may choose from several areas to form a standard concentration. Five of the eight selected courses should be at the 300 level. In addition, 14 supporting 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 Department offers six minors each composed of five courses. The concentrations are: General Sociology; Cultural Studies; Health and Human Services; Juvenile Justice; Law and Society; and Urban Sociology. Courses are selected in consultation with the chair of the department.

FIVE-YEAR MASTER’S DEGREE IN SOCIOLOGY

The Sociology Department offers a special option to majors 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 or Ph.D.). The student in this program can begin to take graduate courses during the senior year. Majors should apply for this option no later than the last quarter of their junior year.

CORE PROGRAM

Majors are required to take five core courses: 101 Introduction to Sociology or 105 Social Problems; 331 Sociological Theory; and a three-course methods sequence consisting of 379 Introductory Statistics for the Social Sciences, 380 Research Methods I and 381 Research Methods II.

I. STANDARD CONCENTRATION

The Standard Concentration consists of the common core plus eight departmental courses, five of which must be 300-level courses. Students should select these courses in consultation with their advisor.

II. CULTURAL STUDIES

The Cultural Studies Concentration consists of the common core plus:

Two 200-level courses from: Sociology 202 Sociology of the Street; 207 Youth and Society; 233 Sociology of Sport; 280 Mass Media and Culture; 281 Sociology of Rock Music; 282 Rock Journalism; and 290 Special Topics in Cultural Studies.

Three 300-level courses from: Sociology 302 Myth, Magic and Symbol; 311 Sociology of Latino Culture; 318 Social Change in the Developing World; 382 Qualitative Methods; 383 Visual Sociology; 385 The Social Significance of Black Music and Entertainment; 386 Popular Culture and the Arts; and 390 Special Topics in Cultural Studies.

And three additional electives in Sociology, which may include those course listed above.

Five of the eight courses beyond the core program must be 300-level courses.

III. HEALTH AND HUMAN SERVICES

The Health and Human Services Concentration consists of the common core plus:

Two 200-level courses from: Sociology 200 Social Work and Social Welfare; and 221 Health and Society.

Three 300-level courses from: Sociology 306 Families; 321 Health and Human Service Organizations; 326 Life Cycle: Middle Age and Aging; 333 Sociology of Mental Illness; 360 Social Services in Contemporary Societies; and 361 Techniques and Problems in Social Work Practice.

And three additional electives in Sociology, which may include those course listed above.

Other courses recommended to enhance the concentration are Sociology 203 Race Relations; 207 Youth and Society; 304 Social Deviation; and 354 Urban Sociology.

Five of the eight courses beyond the core program must be 300-level courses.

IV. JUVENILE JUSTICE

The Juvenile Justice Concentration consists of the common core plus:

Two 200-level courses from: Sociology 200 Social Work and Social Welfare; 207 Youth and Society; 220 Theories of Crime and Delinquency.

Three 300-level courses from Sociology 301 The Juvenile Court System: Its Operation; 306
Families; 322 The Treatment and Prevention of Delinquency; 353 The Sociology of Mental Illness; and 361 Techniques and Problems in Social Work Practice.

And three additional electives in Sociology, which may include those course listed above.

Five of the eight course beyond the core program must be 300-level courses.

V. LAW AND SOCIETY

The Law and Society Concentration consists of the common core plus:

Two 200-level courses from: Sociology 208 Law and Society; 214 Police and the Urban Community; and 220 Theories of Crime and Delinquency.

Three 300-level courses from: Sociology 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 Politics.

And three additional electives in Sociology, which may include those course listed above.

Five of the eight course beyond the core program must be 300-level courses.

VI. URBAN SOCIOLOGY

The Urban Sociology Concentration consists of the common core plus:

Two 200-level course from: Sociology 203 Race and Ethnic Relations; 212 Community and Society; 231 Urban Ethnicity; and 270 Sociology of the Built Environment.

Three 300-level course from: Sociology 345 Urban Sociology; 346 Urban Ethnography; 347 Urban Structure and Decision Making; 348 The City in the Future; 351 Urban Demography; 354 Comparative Community Politics; 355 Chicago as a Social System; 356 The City in Cross-Cultural Perspectives; and 390 Seminar in Urban Sociology.

And three additional electives in Sociology, which may include those course listed above.

Five of the eight course beyond the core program must be 300-level courses.

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 or 105.

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

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.

202 **Sociology of the Street.** An examination of the sights, sounds, smells and people in the most public of public spaces—the street. How do place and space and the "presentation of self" in public places affect our understanding of race, ethnicity, class and urban subcultures?

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.
Self and Society. The course examines the relationship between individuals and the social and cultural environment. It introduces theories of the self and society (psychoanalytic theories, Weberian perspectives, symbolic interaction and social construction, feminist theories, existential perspectives, etc.). Readings include field studies and case studies. Students are introduced to research methods such as life narrative analysis and observation.

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.

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.

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.

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.

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.

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.

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.

Police and the Urban Community. The nature of police work, decision-making structures and processes, conflict and cooperation in police-community relationships.

The World of Work. An examination of work from an international perspective. Special emphasis will be placed on work in a global economy, the rise of new labor forces in developing nations and changing labor forces in post modern economies.

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.

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.
233 Sociology of Sport. This course examines sports as a societal microcosm and as an idealized world for both individuals and institutions. Sport is also viewed as a major element in the making of American mythology.

270 Social Use of Space. 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; and alternative forms of consumer housing finance policies.

271 Population Problems. An examination of important population related problems and issues facing nations today. Selected topics include comparative population policies and their societal implications, population control, mortality patterns, changing patterns of illness and epidemic disease, contemporary migration and refugee patterns and related national policies, and the societal responses to changing age structures.

280 Mass Media and Culture. Analysis of the relations between modern society and the mass media such as TV, film, radio and the print media.

281 Sociology of Rock Music. Rock music is studied as an object of culture, both as art and as mass culture. Attention is given to its creation, dissemination and appreciation.

282 Rock Journalism. This course explores the wide variety of rock writings, from album and concert reviews to interviews with musicians. The functions served by the rock press will also be considered—as part of the hype machine of the rock industry, as critical information for an audience whose knowledge of rock does not come from formal education.

290 Special Topics in Sociology. In-depth examination of selected and timely social issues. Topics vary from quarter to quarter. Topics may be initiated by students.

291 Special Topics in Sociology. Two-credit-hour courses on special topics in Sociology.

292 Collective Action. 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.

301 The Juvenile Court System: Its Operations. An introduction to the juvenile-court system. The interaction of police, judges and court officers. The role of discretion in disposition. Prerequisite: 208 or 220.

302 Myth, Magic and Symbol. Explores sociological 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 about 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 child rearing.
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.

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.

Sociology of Law. The study of the role of law in society; emphasis on law as a profession and career. Prerequisite: 208 or 220.

Gangs. The problem of street gangs in America is examined. The theories of social disorganization, anomie, multiple marginality and the underclass are reviewed. The importance of social organizational theories of deviance for the development of street gangs is emphasized.

Social 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.

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.

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.

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. This course examines and analyzes 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.

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).
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.

Social Dimensions of Religion. 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 Ethnography. An introduction to field research in an urban environment.

Urban Decision Making. An analysis of decision-making on vital issues in urban settings. The role of power, citizen protest and community participation.


Comparative Organizations. Are modern, complex organizations the same the world over or are they influenced by the culture in which they exist? Non-Western formal organizations both in the private sector and in public bureaucracies are compared to the Western model of formal organization. Specific attention will be given to Japan and other examples drawn from the Middle East and Eastern Europe.

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.

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.

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 socioeconomic 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.
356 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.

360 Social Services in Contemporary Society. 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.

361 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.

367 Sociology and Philosophy. Discussion of the philosophical implications of sociological theory and the societal background of philosophical development.

378 Introduction to Computer Use in the Social Sciences. An introduction to computer packages for statistical applications in the social sciences. Analysis of survey data using SPSS, SCSS, SAS, BMD and GIS programs, graphic display techniques, online and batch experience.

379 Introductory Statistics for the Social Sciences. 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.

380 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. Prerequisite: 379.

381 Research Methods in Sociology II. Continuation of the research project begun in Sociology 380. Data manipulation and analysis with the use of computers; interpretation, write-up, and synthesis of the research experience. Prerequisite: 380.

382 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.

383 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 own documentary research project.

385 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; the course draws attention to how entertainment has been used to make social commentary.

386 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.

390 Seminar in Sociology. Selected topics form the basis of an in-depth consideration. Topics vary and may be initiated by students.
Seminar in Sociology. Two-credit-hour course on special topics in Sociology.

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.

Capstone in Sociology. A senior seminar course that enables students to conduct original research and integrate theory and methods. Prerequisite: Senior standing. Seniors are strongly encouraged to enroll in this course.

Travel/Study. Foreign and domestic study tours with lectures and research by special arrangement with sponsoring programs.

Independent Study. Two to four quarter hours. Prerequisite: 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 in junior high and secondary schools, a special program is offered in cooperation with the School of Education.

**FACULTY**

Fassil Demissie, Ph.D.,
Associate Professor and Director
Public Policy Studies
University of California, Los Angeles

John Berdell, Ph.D.,
Assistant Professor (Economics)
University of Cambridge

Ralph Erber, Ph.D.,
Assistant Professor (Psychology)
Carnegie Mellon University

Kenneth Fidel, Ph.D.,
Associate Professor (Sociology)
Washington University

Christopher Mobley, Ph.D.,
Internship Directory (Political Science)
Purdue University

Sandra Jackson, Ph.D.,
Associate Professor (Education)
University of California, Berkeley

Elizabeth A. Kelly,
Associate Professor (Political Science)
Rutgers University

Lucy Xing Lu, Ph.D.,
Assistant Professor (Communication)
University of Oregon

Alexis Papadopoulos, Ph.D.,
Assistant Professor (Geography)
University of Chicago

Charles Suchar, Ph.D.,
Professor (Sociology)
Northwestern University

**BACHELOR OF ARTS**

**LIBERAL STUDIES PROGRAM**

In addition to the 32 quarter hours required in the liberal studies core, students are required to complete 52 quarter hours distributed through 6 learning domains as part of their Bachelor of Arts degree in social sciences. The number and distribution of courses in each of the areas are as follows:

- **Core:** 32 quarter hours required: 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

- **Arts and Literature:** 12 quarter hours required. At most 2 courses from the same department or program.

- **Philosophical Inquiry:** 8 quarter hours required.

- **Religious Dimensions:** 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

- **Scientific Inquiry:** 12 quarter hours required: 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

- **Self, Society and the Modern World:** 4 quarter hours required

- **Understanding the Past:** 8 quarter hours required: 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.
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 342 Statistics for Economics, Mathematics 142 Business Statistics, Mathematics 242 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.
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.

ADVISORY COMMITTEE

ELIZABETH A. KELLY, PH.D.,
Director of Women's Studies
Associate Professor (Political Science)
Rutgers University

ANNE CLARK BARTLETT, PH.D.,
Assistant Professor (English)
University of Iowa

MARTA A. BELTRAN-VOCAL, PH.D.,
Associate Professor (Modern Languages)
University of California, Irvine

PEG BIRMINGHAM, PH.D.,
Associate Professor (Philosophy)
Duquesne University

SUSAN CLARKE, M.L.S.,
(Library)
Rosary College

CAROL KLIMICK CYGANOWSKI, PH.D.,
Associate Professor (English)
University of Chicago

KATHRYN DEGRAFF, M.L.S.,
(Library)
University of Illinois

PENELIPE J. ENGELBRECHT, M.A.,
Lecturer (Women's Studies)
DePaul University

FRIDA KERNER FURMAN, PH.D.,
Associate Professor (Religious Studies)
University of Southern California

KATHRYN E. GRANT, PH.D.,
Assistant Professor (Psychology)
University of Vermont

HARVETTE GREY, PH.D.,
(Women's Center)
Wright Institute, Berkeley

TERESA M. HINGA, PH.D.,
Associate Professor (Religious Studies)
University of Lancaster

SANDRA JACKSON, PH.D.,
Associate Professor (Education)
University of California, Berkeley

KATE KANE, PH.D.,
Assistant Professor (Communication)
Northwestern University
JEANNE LaDUKE, Ph.D.,
Associate Professor (Mathematics)
University of Oregon

MARY JEANNE LARRABEE, Ph.D.,
Professor (Women's Studies and Philosophy)
University of Toronto

SUSAN LEIGH, M.F.A.,
Associate Professor (Theatre)
Temple University

LUCY E. MURPHY, Ph.D.,
Visiting Assistant Professor (History)
Northern Illinois University

HEIDI NAST, Ph.D.,
Assistant Professor (International Studies)
McGill University, Montreal

AMIRA PROWELLER, Ph.D.,
Assistant Professor (Education)
State University of New York, Buffalo

LUCY RINEHART, Ph.D.,
Assistant Professor (English)
Columbia University

ANN RUSSO, Ph.D.,
Assistant Professor (Women's Studies)
University of Illinois, Urbana

BARBARA SCHAEFFER, M.A.,
Sexual Harassment Ombudsperson and
Instructor (English)
Washington University

BARBARA SPEICHER, Ph.D.,
Associate Professor (Communication)
Northwestern University

NAOMI STEINBERG, Ph.D.,
Associate Professor (Religious Studies)
Columbia University

ALICE STUHLMACHER, Ph.D.,
Assistant Professor (Psychology)
Purdue University

JACQUELINE TAYLOR, Ph.D.,
Professor (Communication)
University of Texas

ELIZABETH-ANNE VANEK, D.Min.,
(University Ministry and Religious
Studies)
Graduate Theological Foundation

MIDGE WILSON, Ph.D.,
Professor (Psychology)
University of North Carolina

BACHELOR OF ARTS

LIBERAL STUDIES PROGRAM

In addition to the 32 quarter hours required in the liberal studies core, students are
required to complete 52 quarter hours distributed through 6 learning domains as part of
their Bachelor of Arts degree in women's studies. The number and distribution of courses
in each of the areas are as follows:

Core: 32 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours
in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4
quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multicultur-
alism in the United States, 4 quarter hour junior year experiential learning requirement, and
4 quarter hour senior capstone requirement.

Arts and Literature: 8 quarter hours required. At most 2 courses from the same depart-
ment or program. A literature course is required as a prerequisite for the "one course must
focus on women in the creative arts such as literature, art, music or film."

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems,
and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4
quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.

Self, Society and the Modern World: 8 quarter hours required. At most 2 courses from the
same department or program.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and
4 quarter hours of history primarily between 1800-1945. In addition, courses must be from
two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Although study in Women's Studies contributes to a student's liberal education, courses offered by the department of Women's Studies are not applied towards liberal studies requirements for the Women's Studies major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

**DEPARTMENTAL PROGRAM REQUIREMENTS**

A twelve-course major is offered. For the major, a student must take Women's Studies 200, 300, 390, 391 and 395. The remaining courses are selected from the designated list below, as well as those listed in the Class Offering Schedule, and the Women's Studies Newsletter, with the following provisions: At least three of the courses must come from those marked with an *, and at least one of the seven electives must focus on Women in the Creative Arts (Literature, Art, Film, Music):

- Art: 356 Women in Art.
- Communication: 361 *Gender and Communication.
- Comparative Literature: 313 Feminist Comparative Literature.
- Economics: 319 *Economics and Gender.
- English: 383 *Women and Literature.
- History: 258 *Women in History.
- Philosophy: 233 Issues in Sex and Gender.
- Political Science: 217 *Women and Politics.
- Psychology: 325 *Psychology of Women.
- Religious Studies: 270 Women in the Bible; 274 Women in African Religion and Culture; 278 *Women and Religion; 322 Feminist Ethics; 332 Gender and Family in Early Christianity; 370 Feminist Theologies.
- Sociology: 209 *Sociology of Women; 211 Gender and Society; 327 Life Cycle: Middle Age and the Aging.
- Women's Studies: 210 Values and Gender; 230 Women's Health; 240 Women, Technology, and the Sciences; 258 Education and Social Justice. Gender; 290 Special Topics: 303 Women and Violence; 305 Women and Knowledge; 326 Women and Law (formerly WMS 299); 336 Women and Film; 392 Internship; 394 Women, Self and Society Seminar; 398 Travel/Study; 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 courses coming from those with an * on the list below, as well as those listed in the Class Offering Schedule, and the Women's Studies Newsletter. The remaining courses can be selected from the courses designated below (and can include those with an *).

- Art: 356 Women in Art.
- Communication: 361 *Gender and Communication.
- Comparative Literature: 313 Feminist Comparative Literature.
- Economics: 319 *Economics and Gender.
- English: 383 *Women and Literature.
- History: 258 *Women in History.
- Philosophy: 233 Issues in Sex and Gender.
Political Science: 217 *Women and Politics
Psychology: 325 *Psychology of Women.
Religious Studies: 270 Women in the Bible; 274 Women in African Religion and Culture; 278 *Women and Religion; 322 Feminist Ethics; 332 Gender and Family in Early Christianity; 370 Feminist Theologies.
Sociology: 209 *Sociology of Women; 211 Gender and Society; 327 Life Cycle: Middle Age and the Aging.
Women’s Studies: 210 *Values and Gender; 230 Women’s Health; 240 Women, Technology and the Sciences; 258 Education and Social Justice: Gender; 290 Special Topics; 300 Feminist Theories; 303 Women and Violence; 305 Women and Knowledge; 326 Women and Law (formerly WMS 299); 336 Women and Film; 390 Women Across Cultures; 391 Methods and Scholarship in Women’s Studies; 392 Internship; 394 Women, Self and Society Seminar; 395 Women’s Studies Advanced Seminar; 398 Travel/Study; 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.

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.

258 **Education and Social Justice: Gender** (cross-listed as Liberal Studies in Education 258). 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.

290 **Special Topics Variable Topics.** See course schedule for current offerings.

300 **Feminist Theories** (cross-listed as Women’s Studies 400 and Master’s of Liberal Studies 440). 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 a historical and a topical approach. **Prerequisite:** WMS 200 and completion of one course, junior/senior standing or permission of instructor required.
Women and Violence. This course explores the social and cultural contexts of interpersonal violence in women's lives, with a focus on domestic violence, rape, harassment. The course seeks to understand how gender, race, class, sexual, and national differences and inequalities shape the experiences of violence, the social and institutional responses to violence, and strategies for resistance and change.

Women and Knowledge (cross-listed as Women's Studies 405, Master's of Liberal Studies 468 and Philosophy 661). This course studies the impact of the current Women's Movement on our understanding of knowledge, learning and the institutions that define and provide these.

Women and Law (formerly 299). 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.

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 (cross-listed as Women's Studies 490 and Master's of Liberal Studies 441). A critical analysis of the experiences of women around the world in diverse social contexts, examined through different disciplines, with a special emphasis on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within western societies. Prerequisite: WMS 200, one WMS course and either junior/senior standing or permission of Women's Studies Director required.

Methods and Scholarship in Women's Studies (cross-listed as Women's Studies 491). An exploration of the transforming effects that feminist methodologies and scholarship have had in the social sciences and humanities. This course emphasizes interdisciplinary research approaches, feminist publishing, and the interplay of research and activism, as it prepares students to write a research proposal. Prerequisite: WMS 300.

Internship. By arrangement. Variable credit.

Women, Self and Society Seminar (cross-listed as Women's Studies 480 and Master's of Liberal Studies 468). Variable Topics. See course schedule for current offerings. Prerequisite: completion of one 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: WMS 200 and WMS 300. Junior/senior standing or permission of Women's Studies Director required.

Travel/Study (cross-listed with Women's Studies 498).

Independent Study. Permission of the instructor and the Women's Studies Director required before registration. By arrangement. Variable credit.
ADMINISTRATION
Helmut Epp, Ph.D.
Dean
David Miller, Ph.D.
Associate Dean
Henry Harr, Ph.D.
Director of Undergraduate Studies
Anne B. Morley,
Director, Student Services

FACILITIES

FACULTY

ADMISSION

ACADEMIC PROGRAMS
Bachelor of Science in Computer Science
  Standard Computer Science
  Data Analysis and Database
  Information Systems
Bachelor of Science in Human–Computer Interaction
Bachelor of Arts in Computing

COURSES
The School of Computer Science, Telecommunications and Information Systems offers a course of studies leading to the degrees of Bachelor of Science in Computer Science, Bachelor of Science in Human-Computer Interaction, and Bachelor of Arts in Computing. The purpose of each 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. Each degree program 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 Information System Division (ISD) houses a large network of computers and allows students access to a rich computing environment. The configuration includes several Sun SPARCcenters 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 Naperville, 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, database, programming languages, 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.

FACULTY

HELMUT EPP, PH.D.,
Associate Professor and Dean
Northwestern University

L. EDWARD ALLEMAND, PH.D.,
Professor Emeritus
University of Louvain

GARY ANDRUS, PH.D.,
Associate Professor
Wayne State University

ULRIKE AXEN, M.S.,
Instructor
DePaul University

KAREN L. BERNSTEIN, PH.D.,
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State University of New York at Stony Brook

ANDRE BERTHAUME, PH.D.,
Assistant Professor
University of Montreal

MICHAEL S. BORELLA, PH.D.,
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University of California, Davis

GREGORY BREWSTER, PH.D.,
Assistant Professor
University of Wisconsin

SUSY CHAN, PH.D.,
Associate Professor
Syracuse University

I-PING CHU, PH.D.,
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State University of New York at Stony Brook

ANTHONY CHUNG, PH.D.,
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University of Maryland

KAMAL DAHBUR, M.S.,
Instructor
DePaul University

LAWRENCE DRIBIN, PH.D.,
Adjunct Professor
Illinois Institute of Technology

CLARK ELLIOTT, PH.D.,
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Northwestern University

ROBERT JAMES FISHER, PH.D.,
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Harvard University

DANIEL D. FU, PH.D.,
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SCHOOL OF COMPUTER SCIENCE,
TELECOMMUNICATIONS AND
INFORMATION SYSTEMS

GERALD GORDON, PH.D.,
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HENRY HARR, PH.D.,
Associate Professor
Illinois Institute of Technology

XIAOPEN JIA, PH.D.,
Associate Professor
Northwestern University

RICHARD JOHNSONBAUGH, PH.D.,
Professor
University of Oregon

STEVE JOST, PH.D.,
Associate Professor
Northwestern University

MARTIN KALIN, PH.D.,
Professor
Northwestern University

GEORGE KNAFL, PH.D.,
Professor
Northwestern University

WARREN KRUEGER, PH.D.,
Professor
University of Wisconsin

GLENN LANCASTER, PH.D.,
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CHENGWEI LIU, PH.D.,
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University of Illinois at Chicago

STEVE LYTINEN, PH.D.,
Associate Professor
Yale University

DAVID MILLER, PH.D.,
Associate Professor
University of Chicago

DANIEL MITTLEMAN, PH.D.,
Assistant Professor
University of Arizona

THOMAS J. MUSCARELLO, PH.D.,
Assistant Professor
University of Illinois at Chicago

JOHN ROGERS, PH.D.,
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University of Chicago

LORILEE SADLER, M.S.,
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Indiana University

ANDREW SEARS, PH.D.,
Assistant Professor
University of Maryland

AMBER SETTLE, M.S.,
Instructor
University of Chicago

PAUL A. SISUL, C.M., M.Div.,
Instructor
DeAndreis University

ROSALIEE WOLFE, PH.D.,
Associate Professor
Indiana University

CHONGHUA ZHANG, M.S.,
Adjunct Professor
DePaul University
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; e-mail admitdepau@wpost depaul.edu. 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 421 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. All students are encouraged to meet with their academic advisor at least once each year to plan their course of study.

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.

TRANSFER CREDIT
Prospective students may transfer credit from an accredited college to DePaul University. All transfer credit will be initially evaluated by an Admission counselor, final course placement will be made by an academic advisor in the School of Computer Science, Telecommunications and Information Systems (CTI). For specific information governing transfer admission and evaluation of credit, please consult page 423 of this Bulletin.

Current CTI students may take courses at another accredited college either in the summer or during the regular school year and transfer the credit back to DePaul University only with prior approval from the students academic advisor.

GRADES
Students must earn grades of 'C' or above in all courses taken for credit in the major field. Grades of 'C-' may be accepted for major field credit provided the overall grade point average within the major is 2.0 or above. All other courses require grades of 'D' or better. In addition, all students must fulfill the graduation requirements as noted on page 448 of this Bulletin.
MINORS
A minor is a combination of courses that provides a cohesive introduction to an area of study. Typically, courses taken to satisfy minor field requirements are credited as open electives; however, there are some instances where minor field courses may be used for credit in other areas of the student's curriculum. Grades for all courses taken to fulfill a minor field requirement must be 'C' or above. Grades of 'C-' may be accepted for credit in the minor provided the minor GPA is 2.0 or above.

MINORS IN THE COLLEGE OF COMMERCE
Students enrolled in the School of Computer Science, Telecommunications and Information Systems (CTI) may obtain a minor in Accounting, Economics, Management, Marketing and Pre-MBA. CTI students wishing to pursue a minor in the College of Commerce must complete the Declaration of Minor form; this form is available in either the College of Commerce or the School of CTI.

ACCOUNTING MINOR

ECONOMICS MINOR
Courses listed with an * may be taken for Liberal Studies credit.
Option 1: ICS 200 Introduction to Business; ECO 105 Principles of Microeconomics; *ECO 106 Principles of Macroeconomics; Three ECO electives.
Option 2: ECO 105 Principles of Microeconomics; ECO 106 Principles of Macroeconomics; Four ECO electives.

MANAGEMENT MINOR

MARKETING MINOR
ICS 200 Introduction to Business; MKT 301 Principles of Marketing; MKT 310 Consumer Behavior; MKT 305 Introduction to Marketing Research; Two MKT electives.

PRE-MBA MINOR
Courses listed with an * may be substituted with course work in the major field. Courses listed with a ** may be taken for Liberal Studies credit.
MINORS IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Students enrolled in the School of Computer Science, Telecommunications and Information Systems (CTI) may obtain a minor through the College of Liberal Arts and Sciences. Most L&S departments offer minor concentrations of study. In general, a minor in a Liberal Arts and Sciences discipline consists of a set of introductory courses plus another set of more specialized courses. Most minors require six courses, some of which may also be used for credit in the Liberal Studies Program. For a complete list of minors offered through the College of Liberal Arts and Sciences, please consult page 71 of the 1997-1999 Undergraduate Bulletin.

BACHELOR OF SCIENCE

LIBERAL STUDIES PROGRAM

The student’s course of study in the Liberal Studies Program is part of the undergraduate program devoted exclusively to liberal education. The program seeks to balance and, when necessary, augment the student’s course in the major field. In addition to the 28 quarter hours required in the liberal studies core for the Bachelor of Science in Computer Science (or the 32 quarter hours required in the liberal studies core for the Bachelor of Science in Human-Computer Interaction) all students in the School are required to complete 52 quarter hours distributed through 6 learning domains as part of either degree program. The number and distribution of courses in each of the areas are as follows:

Core: 28/32 quarter hours required; 4 quarter hours in Quantitative Reasoning (required for the Bachelor of Science in Human-Computer Interaction only); 16 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program. One course must be Art 104.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 4 quarter hours required.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program. One course must be Psychology 105.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe; 5) intercontinental or comparative.

Although study in Computer Science and Human-Computer Interaction contributes to a student’s liberal education, courses offered through these disciplines may not be applied towards liberal studies requirements within the major. Exceptions to this rule: CSC 376/394 and HCI 394 may be used to satisfy the Senior Capstone Requirement for the Bachelor of Science in Computer Science and the Bachelor of Science in Human-Computer Interaction, respectively.
MODERN LANGUAGE OPTION

Students in the School of Computer Science, Telecommunications and Information Systems (CTI) may choose to study a modern language and use the credit earned from the language courses to satisfy Liberal Studies domain requirements. Students reduce their Liberal Studies domain requirements by two courses if they complete a three-course language sequence. From the following combinations of learning domains, students can select their two course reduction: Philosophical Inquiry or Religious Dimensions; Understanding the Past or Self, Society and the Modern World; Arts and Literature or Scientific Inquiry (at most one course from each combination). The third course in the three-course language sequence may apply as open elective credit only.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

COMMON CORE

First year: Computer Science 200 Survey of Computer Technology; Mathematics 140 Discrete Mathematics I.

Second year: Computer Science 319 Database Technology, 323 Data Analysis and Statistical Software I; 361 Basic Communication Systems; Communication 220 Public Speaking.

Third year: Computer Science 315 Analysis and Design Techniques; English 204 Technical Writing.

Fourth year: Computer Science 376 Information Systems Project or 394 Software Projects (course satisfies the Senior Capstone requirement in the Liberal Studies Program).

I. COMPUTER SCIENCE CONCENTRATION

Common Core plus:


Mathematics: 150 Calculus I; 151 Calculus II; either 152 Calculus III OR 141 Discrete Mathematics II OR 220 Linear Algebra.

Elective: One computer science course chosen in consultation with student’s advisor.

Supporting fields: Seven courses to be chosen in consultation with student’s advisor.

II. DATA ANALYSIS AND DATABASE CONCENTRATION

Common Core plus:

Computer Science: 240 Personal Computing; 255 Information Structures and Representations; 260 Client Interface Programming; 324 Data Analysis and Statistical Software II; 328 Data Analysis for Experimenters.

Mathematics: 150 Calculus I; 151 Calculus II; either 152 Calculus III OR 141 Discrete Mathematics II OR 220 Linear Algebra.

Electives: Two computer science courses chosen in consultation with student’s advisor.

Supporting fields: Eight courses to be chosen in consultation with student’s advisor.

III. INFORMATION SYSTEMS CONCENTRATION

Common Core plus:


Electives: Two computer science courses chosen in consultation with student’s advisor.

Supporting fields: Eight courses to be chosen in consultation with student’s advisor.

Note: Grades for all courses in the Common Core and in the student’s area of concentration must be ‘C’ or better. Grades of ‘C-’ may be accepted provided the overall grade point average in the major is 2.0 or better.
BACHELOR OF SCIENCE IN HUMAN-COMPUTER INTERACTION

ALLIED FIELDS

Art/Graphic Design: 105 Foundation Design; 113 3D Design (formerly ART 205); 260 Graphic Design I

Computer Science: 240 Personal Computing for Programmers; 255 Information Structures and Representations; 323 Data Analysis and Statistical Software I; 326 Computers, Ethics and Society.

Communication: 220 Public Speaking; 212 Small Group Communication.

Psychology: 105 Introductory Psychology I; 380 Industrial and Organizational Psychology.

HCI CORE

Human-Computer Interaction: 310 Introduction to HCI; 320 Designing for HCI; 330 Prototyping for HCI I; 331 Prototyping for HCI II; 360 Evaluating HCI; 394 Capstone Projects Course (course satisfies the Senior Capstone requirement in the Liberal Studies Program).

HCI ELECTIVES

Six courses from the following three lists, with at least one from each list.

1. Design
   Art: 217 Advanced Three-Dimensional Design; 261 Graphic Design II; 262 Publication Design; 305 Advanced Color Design; 360 Illustration; 361 Package Design; 362 Typography.
   School for New Learning: THH.
   Communication: 327 Argument and Debate; 329 Persuasion.
   Human-Computer Interaction: 300 Analysis and Design for HCI; 390 Topics in Human-Computer Interaction.

2. Computer Science
   Computer Science: 215 Introduction to Structured Programming using C++; 315 Analysis and Design Techniques; 319 Database Technology; 324 Data Analysis and Statistical Software II; 351 Database Design; 361 Basic Communications Systems; 365 Introduction to Software Engineering; 366 Software Quality Assurance; 368 Software Measurement; 373 Information Systems; 377 Project Management.
   Human-Computer Interaction: 322 Multimedia.

3. Evaluation
   Psychology: 241 Methods of Psychological Inquiry; 242 Experimental Psychology I; 355 Small Groups and Leadership; 360 Theories of Learning and Cognition; 373 The Psychology of Judgment and Decision Making; 375 Sensation and Perception; 383 Engineering Psychology.

Supporting fields: Six courses to be chosen in consultation with student's advisor.

Note: Grades for all courses in the Allied Field, HCI Core and HCI elective sections must be 'C' or better. Grades of 'C-' may be accepted provided the overall grade point average in the major is 2.0 or better.

BACHELOR OF ARTS IN COMPUTING

The Bachelor of Arts in Computing is offered jointly by the School of Computer Science, Telecommunications and Information Systems and the School for New Learning. This degree is designed for working adults at least 24 years of age, who wish to obtain credit for their careers as technology professionals, and gain new skills in problem-solving, design, testing and communicating. The BA in Computing differs from the BS in Computer Science in that the BS places heavier emphasis on traditional programming and formal algorithmic analysis. The BA in Computing program focuses on relating program design and computing to organizational dynamics and human relations. It helps to prepare students to analyze and negotiate the social, ethical, and technological systems of a business and to act as a liaison between the technical and non-technical sides of a company.
The computer competences in the BA in Computing program cover a variety of topics directly related to current industry practice. These competences include skills and knowledge in information systems, data communications, databases, software engineering, and the design and evaluation of user interfaces. In the general studies area of the program, competences are tied to the humanities, the natural sciences and the social sciences. Students may select competences in the arts, design, ecology, human biology, multicultural relations, politics and so on that are tailored to their individual goals and interests. The BA in Computing is completed by satisfying a total of fifty (50) competences; this amounts to the equivalent of 140 quarter hours. Typically these competences are satisfied through course work or equivalent work experience.

For a copy of the Program Guide for the Bachelor of Arts in Computing or to make reservations for a BA in Computing Information Session, please call either the School of Computer Science, Telecommunications and Information Systems at (312)362-8714 or the School for New Learning at (312)362-8001.

SPECIAL PROGRAMS

TEACHER OF COMPUTER SCIENCE: SECONDARY LEVEL

In cooperation with the School of Education, the School of Computer Science, Telecommunications and Information Systems (CTI) 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 TRACK

The School of Computer Science, Telecommunications and Information Systems (CTI) offers advanced sections of Computer Science 215, 310 and 311. Students who show exceptional ability, achievement, and motivation may apply or be invited to join the honors track. Placement of honors track courses is dependent on the student’s area of concentration and should be discussed with the student’s advisor.

It is recommended that student’s completing the honors track also complete the calculus sequence and the modern language option. In the junior and senior years, certain courses at the graduate level may be substituted to fulfill undergraduate degree requirements with advisor approval.

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 (or 150 Calculus I; 151 Calculus II; 152 Calculus III).
DATA ANALYSIS MINOR

Computer Science: 200 Survey of Computer Technology; 240 Personal Computing; 255 Information Structures and Representations; 260 Client Interface Programming; 323 Data Analysis and Statistical Software I; 324 Data Analysis and Statistical Software II; 328 Data Analysis for Experimenters.

HUMAN-COMPUTER INTERACTION MINOR

Art: 105 Foundation Design.

Human-Computer Interaction: 310 Introduction to HCI; 320 Designing for HCI; 360 Evaluating for HCI.

Psychology: 105 Introductory Psychology I.

Three of the following: ART 113 Three-Dimensional Design (formerly Art 205); ART 305 Advanced Color Design; CSC 329 Computer Graphics I; CSC 339 Computer Graphics II; CSC 371 Survey of Computer Graphics; HCI 322 Multimedia; HCI 330 Prototyping for HCI I; HCI 331 Prototyping for HCI II; PSY 380 Industrial and Organizational Psychology; PSY 383 Engineering Psychology.

INFORMATION SYSTEMS MINOR

Computer Science: 200 Survey of Computer Technology; 240 Personal Computing; 255 Information Structures and Representations; 260 Client Interface Programming; 319 Database Technology; 336 End-User Application Development.

Human-Computer Interaction: 301 User-Interface Design.

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.

COMPUTER SCIENCE

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.

175  Introduction to Information Systems. An introductory overview of information systems development and management issues: basic concepts of information systems; the relation of information systems to organization structures, operations, planning and evaluation; the relation of hardware decisions and software development to information systems; the relation of information systems development to program development and programming languages. (Completed before junior year.)
Survey of Computer Technology. General survey of computer systems starting with information technology and society, extending to cover the technologies used in information processing, what information systems do and the backbone of all information systems - the information itself. Other topics include communications systems, operating systems, programming and programming languages, application software and basic business concepts.

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 pseudoconversation programming in COBOL, including subprogramming. Relative and indexed file organizations supporting on-line access. Concepts of interactive conversational 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 Pre-calculus 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 following:** 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 sharing by way of networks. **Prerequisite: 240.**

Client Interface Programming. Programming for the client side of the client/server model entails using some windows development tools and associated widgets (controls). This course will use Visual Basic, which is an event driven, control based development tool. Visual Basic is a commonly used tool in industry and is somewhat object oriented. The visual interface and software to control it will be designed and written for client side applications.

The Human-Computer Interface. See HCI 201.

The IBM Mainframe Environment. Concepts and use of IBM mainframe features 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 software. **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, recursion, stacks and queues. **Corequisite: Mathematics 141. Students must have completed or be concurrently enrolled in Mathematics 141 to register for this class. Prerequisite: 215 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 language, testing the prototype. Structured analysis and design techniques, data flow and control flow diagramming, the data/project dictionary, processing narratives, architectural design, detailed design, transform and transaction flow, program 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: Junior standing.**

Database Technology. Mainframe and PC database technology; open database connection using the ODBC model; Oracle and DB2; enterprise models and entity relationship models; normalization; object database models; distributed databases. **Prerequisite: 255.**
Design and Analysis of Algorithms. Techniques for designing algorithms including: 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 323). Computing with the statistical package SAS. Introduction to data analysis, elementary statistical inference. Regression and correlation. Prerequisite: 110 or 150, Mathematics 130 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: I/O system, file and directory structures, Command Shell and other system facilities and utilities. The student will design and implement some projects in C under the UNIX operating system environment. Prerequisite: 225 or 310 or consent.

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. See HCI 322.

End-User Application Development. Graphical user interface (GUI) development; transaction processing; presentation of information. Prerequisite: 319.
**User Interface Design.** See HCI 301.


**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.

**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.

**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.

**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.

**Computer Architecture.** Introduction to digital logic; micro-programming; further topics. **Prerequisite:** one of the following: 312, 396, consent.

**Concepts of Programming Languages.** A comparative study of computer languages. Formal methods of language definition. Control structures and data flow. The effects of the run-time environment and binding time on various features of languages. Interpretive languages. Lexical analysis and parsing. **Prerequisite:** 311 or consent.

**Introduction to Compiler Design.** An overview of the design of a compiler for a general purpose programming language; tools for designing the components of the compiler; implementing the compiler; run time environments. **Prerequisite:** 347.

**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.

**Database Design.** Design methodologies. Requirement formulation and analysis, conceptual design, implementation design, physical design. Emphasis will be on data modeling techniques. Class team projects include the design of a complete database structure and implementations of design tools. **Prerequisites:** 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 generations. Microcomputer Database System programming. Concepts such as database integrity, transactions, transaction recovery, concurrency and record locking will be covered. **Prerequisites:** 349 and 215.
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 line 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.**

Introduction to Software Engineering. Project management fundamentals. Software design and development. Software life cycle. Software tools. Verification and validation of software. **Prerequisite: 315.**

Software Quality Assurance. Engineering for software quality. Software verification and validation. Software testing strategies. Design reviews, walkthroughs and inspections. Configuration management. **Prerequisites: 323 and 315.**

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 interation 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. Prerequisite: 315.

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 warehouse 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, queueing theory, game theory. Prerequisite: 387.

Software Projects. Students will be provided with experience in team design, implementation and testing of a large software project. Prerequisite: 315.

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.

Human-Computer Interaction

Multimedia and the World Wide Web. (formerly CSC 268). Overview of the World Wide Web, its origins, and capabilities. Students will create homepages on the WWW that incorporate multimedia. Topics include web-based technology, creating documents for distribution on the WWW, and developing effective multimedia applications. Students will learn how to create HTML and use Java Applets. Prerequisite: literacy, which can be satisfied by taking CSC 110 or CSC 150.
Analysis and Design for HCI. Introduction to the relation between psychology and human-computer interaction; understanding users and tasks in the context of the work environment.

User Interface Design (formerly CSC 337). Non-HCI Majors Only. An introduction to the field of human-computer interaction. The user interface development process. Human memory, perception, and motor abilities as they relate to user interface design. Design guidelines. Students design a low-tech prototype of a user interface (user and task analysis, design, and evaluation). Students prepare written documents describing their activities and present the final results to the class.

Introduction to Human-Computer Interaction. HCI Majors Only. An introduction to the field of human-computer interaction. The user interface development process. Human memory, perception, and motor abilities as they relate to user interface design. Qualitative overview of descriptive and inferential statistics. Students design a low-tech prototype of a user interface (user and task analysis, design, and evaluation). Students prepare written documents describing their activities and present the final results to the class. Prerequisite: HCI 310 and ART 205.

Designing for Human-Computer Interaction. Advanced interaction design principles and practices. Data visualization (abstract, physical, scientific). Remote control of physical devices. Designing to accommodate disabilities. Students design and prototype an application for an application in one of the domains discussed. Students prepare written documents describing their activities and present the final results to the class. Prerequisite: HCI 310 or CSC 255 or consent.

Multimedia (formerly CSC 335). Underlying technological issues including synchronization and coordination of multiple medias, file formats for images, animations, sound, and text. Hypertext. Information organization. Survey of multimedia authoring software. Long distance multimedia (World Wide Web). Students will critique existing applications and create several multimedia applications. Students present their final results to the class. Prerequisite: CSC 311 or CSC 255 or consent.

Prototyping for Human-Computer Interaction I. Introduction to creating prototypes for HCI systems. Discusses modern UI programming tools (VB, Access, etc). Emphasis on creating testable prototypes and evaluating these prototypes. Conversion from prototype to final working system. Students create a prototype for a predefined system, evaluate the prototype, redesign the system as necessary, and convert it to a final working system. Students prepare written documents describing their activities and present the final results to the class. Prerequisite: CSC 255 or CSC 310.

Prototyping for Human-Computer Interaction II. Creating prototypes for user interfaces using User Interface Management Systems (UIMS). TAE+, Galaxy, DevGuide. Underlying programming capabilities built into a UIMS. The focus is on using a UIMS to create a testable prototype for a user interface. Students prepare documents describing their activities and present the final results to the class. Prerequisite: CSC 330 or CSC 311.
SCHOOL OF COMPUTER SCIENCE, TELECOMMUNICATIONS AND INFORMATION SYSTEMS

360 **Evaluating Human-Computer Interaction.** Introduces students to a variety of evaluation techniques that can be applied to user interfaces. Techniques include heuristic walkthroughs, cognitive walkthroughs, heuristic evaluations, think-aloud evaluations, pluralistic walkthroughs, and controlled experiments. Students evaluate an existing system using one or more techniques. Students present their final results to the class. **Prerequisite: HCI 310.**

390 **Topics in Human-Computer Interaction.** Prerequisite: completion of the HCI core courses or consent of the instructor. May be repeated for credit.

394 **Human-Computer Interaction Capstone.** Provides an opportunity for students to apply all of the skills they have learned on one comprehensive project. Multi-disciplinary teams design, evaluate, and implement a user interface intensive project. Students prepare written documents describing their activities and present the final results to the class. **Prerequisites: Senior standing.**

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 382 Java Developer Program.** A ten-week comprehensive certificate program covering object-oriented applications development using Java for programmers. Program offered through the Institute for Professional Development; enrollment is restricted.

**IPD 383 Visual 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.** A ten-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 385 Web Developer Program.** A ten-week in-depth certificate program covering the technologies and techniques of Web development for systems professionals. 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 for telecommunications professionals. 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
GAYLE MINDES, ED.D.
Associate Dean
CHARLES DOYLE, M.A.
Assistant Dean and Certification Officer
MARIANNE C. MURPHY, J.D.
Director of Graduate Programs and Certification Officer
KELLI O’DONOGHUE, B.A.
Operations Manager
MARGARET STRZYSNSKI, M.A.
Budget Manager

ADVISING CENTER
LYNN BRYAN, M.ED.
Director of Education Career Services
MAURICE BULETT, M.S.
Director of Student Teaching
DENISE KEITHLEY, B.A.
Senior Academic Advisor and Certification Officer
CARMEN KENT, M.ED.
Academic Advisor
ALVIN LUBOV, M.ED.
Director of Clinical Experiences
JESSE MOORE, M.A.
Tutoring Coordinator
MARGARET STEKETEE, B.A.
Academic Advisor

PURPOSES

FACULTY

ACADEMIC PROGRAMS
EARLY CHILDHOOD EDUCATION
ELEMENTARY EDUCATION
SECONDARY EDUCATION
MUSIC EDUCATION
PHYSICAL EDUCATION
TEACHER CERTIFICATION FOR COLLEGE GRADUATES

ADMISSION

CURRICULUM
PURPOSES

DePaul University, founded on Judeo-Christian principles, continues to assert the relevance of these principles through higher education to modern man and woman. The University expresses these principles especially by passing on the heritage of St. Vincent dePaul: individual perfection manifested through purposeful involvement with other persons, communities and institutions. The School of Education manifests these principles in its purpose, and through its programs.

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 in-service 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

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Professor Emeritus
Catholic University of America

GERALD FOSTER, PH.D.,
Associate Professor
University of Iowa

ANNA MARIE FRANK, M.S.,
Instructor
Western Illinois University

JOHN GABRIEL, ED.D.,
Assistant Professor
University of Massachusetts, Amherst

WILLIAM E. GORMAN, ED.D.,
Professor Emeritus
Northwestern University

ERIC GUTSTEIN, PH.D.,
Assistant Professor
University of Wisconsin, Madison

MARGARET HARRIGAN, ED.D.,
Professor
Loyola University of Chicago

STEPHEN HAYMES, PH.D.,
Assistant Professor
Miami University of Ohio
SANDRA JACKSON, PH.D.,  
Associate Professor  
University of California, Berkeley

ANDREW T. KOPAN, PH.D.,  
Professor Emeritus  
University of Chicago

JEFFREY KUZMIC, PH.D.,  
Assistant Professor  
Indiana University

JOHN J. LANE, PH.D.,  
Professor  
University of Wisconsin, Madison

JOAN M. LAKEBRINK, PH.D.,  
Professor  
University of Wisconsin, Madison

PAULINE LIPMAN, PH.D.,  
Assistant Professor  
University of Wisconsin, Madison

ANGELA MILLER, PH.D.,  
Assistant Professor  
University of Illinois at Chicago

GAYLE MINDES, ED.D.,  
Professor  
Loyola University of Chicago

CAROLE P. MITCHENER, PH.D.,  
Associate Professor  
University of Denver

BARBARA KIMES MYERS, PH.D.,  
Professor  
University of Illinois, Champaign

ROXANNE F. OWENS, M.ED.,  
Instructor  
University of Illinois at Chicago

PETER PEREIRA, A.M.T.,  
Associate Professor  
Harvard University

AMIRA PROWELLER, PH.D.,  
Assistant Professor  
State University of New York, Buffalo

BARBARA R. RADNER, PH.D.,  
Associate Professor  
University of Chicago

AIsha RAY, M.Ed., M.A.,  
Instructor  
University of Michigan

VERA P. RHINES, PH.D.,  
Assistant Professor  
Miami University of Ohio

JOHN RURY, PH.D.,  
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KENNETH SARUBBI, D.P.E.,  
Associate Professor  
Indiana University

ANITA SCANDURRA, PH.D.,  
Assistant Professor  
The Ohio State University

HANS A. SCHIESER, PH.D.,  
Professor Emeritus  
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JAMES J. SERI, M.S.,  
Professor Emeritus  
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DUNCAN SYLVESTER, PH.D.,  
Assistant Professor  
University of Iowa

JOHN R. TACCARINO, PH.D.,  
Associate Professor  
Northwestern University

RAFAELA WEFFER, PH.D.,  
Professor  
Illinois Institute of Technology

KATHRYN C. WIGGINS, PH.D.,  
Associate Professor  
Michigan State University

NANCY WILLIAMS, PH.D.,  
Associate Professor  
Northwestern University

COREY S. WOODS, PH.D.,  
Assistant Professor  
Kansas State University

CAROL T. WREN, PH.D.,  
Associate Professor  
Northwestern University

LILIANA ZECKER, PH.D.,  
Assistant Professor  
University of Michigan
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 Certification for College Graduates

ACCREDITATION

Teacher preparation programs at DePaul University are accredited by the Illinois State Board 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; e-mail admitdpu@wpwpost.depaul.edu. 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 421 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 (773) 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 language 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. 8 for further details.)
CURRICULUM

LIBERAL STUDIES PROGRAM

The student's course of study in the Liberal Studies Program is 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. All students in the School of Education are required to complete 84 quarter hours of liberal studies course work. For information concerning the purpose and curriculum of the Liberal Studies Program—consult page 6 of the Bulletin. The number and distribution of the required course work is as follows:

Core: 28 quarter hours required; 20 quarter hours in the First Year Program (8 quarter hours in Discover Chicago and Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning); 4 quarter hour sophomore seminar on Multiculturalism in the United States, junior year experiential learning requirement (which is infused in the education curriculum), and 4 quarter hour senior capstone requirement (which will be taken with student teaching).

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours in the biological sciences, 4 quarter hours in a physical science (including courses from chemistry, physics and environmental science), and 4 quarter hours with a quantitative component. Students may not take Math or Computer Science to meet this requirement. In addition, one of these courses must include a laboratory.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program. PSC 120 required.

Understanding the Past: 8 quarter hours required; 4 quarter hours of United States history primarily between 1800-1945; 4 quarter hours of history pre-1800 from Asia, Latin America, Africa, or intercontinental or comparative history.

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 two courses in two different domains except Scientific Inquiry. Interested students should contact an advisor for information concerning the regulations and procedures governing the exercise of the option. Courses will be applied in consultation with a School of Education advisor.

COURSE REDUCTION

While the equivalent of 15 courses is listed above as the requirement for the Learning Domains of the Liberal Studies Program, only 13 courses are required as programs reduce, by two, the number of courses required. Students who have not declared their major field should regard this as an exhaustive list of the Liberal Studies requirements and should elect their courses with the advice and consent of an advisor.
Students who have declared their major field should consult the distribution requirements below to determine the distribution of Learning Domain requirements. Since Learning Domain requirements vary from one major field to another, the student should not assume that courses which satisfy the Learning Domain requirements for one major field satisfy the requirements for another. The student should be certain to consult an advisor before taking courses in the Learning Domains. Academic advisement is an integral part of the Liberal Studies Program and necessary to the integration of the program with the requirements of the student's major field. The programs have made the following course reductions:

**EARLY CHILDHOOD EDUCATION AND ELEMENTARY EDUCATION PROGRAMS**

**Early Childhood Education Program:** One course reduction in Religious Dimensions - 1 course is required in that domain and may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain and may be any courses designated to meet this requirement.

**Elementary Education Program:** One course reduction in Religious Dimensions - 1 course is required in that domain and may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain and may be any courses designated to meet this requirement.

**Physical Education Programs:** One course reduction Scientific Inquiry - 2 courses are required in that domain, 1 Physical Science and 1 quantitative science. 1 course reduction in Self Society & Modern World - 2 courses are required in that domain, 1 must be American Government (PSC 120) and the other may be any course designated to meet this requirement.

**Secondary Education Programs:** course reductions differ per major as follows:

- **Biology** - Two course reductions in Scientific Inquiry - 1 course is required in that domain, it may be any course designated as meeting this requirement including math or computer science except a biology course.

- **Chemistry** - Two course reductions in Scientific Inquiry - 1 course is required in that domain and it must be a biology course.

- **Computer Science** - One course reduction in Self, Society & Modern World - 2 courses are required in that domain, 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain, they may be any courses designated as meeting this requirement.

- **English** - Two course reductions in Arts & Literature - 1 course is required in that domain, it may be any course designated as meeting this requirement except an English course.

- **Geography** - One course reduction in Understanding the Past - 1 course is required in that domain and it must be a United States History course. 1 course reduction in Self, Society & Modern World - 2 courses are required in that domain, 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.

- **History** - One course reduction in Understanding the Past - 1 course is required in that domain and it must be a United States History course. 1 course reduction in Self, Society & Modern World- 2 courses are required in that domain, 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.

- **Mathematics** - One course reduction in Self, Society & Modern World - 2 courses are required in that domain, 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain, they may be any courses designated as meeting this requirement.

- **Modern Languages** - One course reduction in Self, Society & Modern World - 2 courses are required in that domain, 1 must be PSC 120, the American Political System and the other
may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain, they may be any courses designated as meeting this requirement.

**Physics** - Two course reductions in Scientific Inquiry - 1 course is required in that domain, it must be a biology course.

**Social Sciences** - One course reduction in Understanding the Past - 1 course is required in that domain, it must be a United States History course. 1 course reduction in Self, Society & Modern World - 2 courses are required in that domain, I must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.

**GENERAL REQUIREMENTS**

**CLINICAL EXPERIENCES**

Each student seeking a degree from the School of Education must complete supervised clinical experiences in appropriate settings. The clinical experiences comprise 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) (SCU 095, or ECE 091, 092, 093, 094) only once at the regular quarterly registration.

**GENERAL EDUCATION**

All students in the School of Education must satisfy requirements in general education of the Illinois State Board of Education. In some cases these requirements exceed those required in Liberal Studies.

- One course (4 quarter hours) in composition or rhetoric selected from English 208, 300 or 301 in addition to the college writing courses which are part of the First Year Core (English 103 and 104) for all majors except Secondary English.

- One course (4 quarter hours) in health and physical development selected from PE 071 and 111 (both must be taken to meet the requirement), PE 206 or 273 for all majors except for Physical Education. Early Childhood Education majors must take PE 273.

- One course (4 quarter hours) in oral communication selected from Communications 212, 212 or 220 for all majors.

- For Early Childhood and Elementary Education majors, 1 course (4 quarter hours) of a science elective, 2 courses (8 quarter hours) of Mathematics for Elementary Teachers, Math 110 and 111.

- For Early Childhood and Elementary Education majors, 7 courses (28 quarter hours) in a liberal arts concentration. Four courses (16 quarter hours) of the concentration must be taken at the 200 level or above. Concentrations may be chosen from the following areas: Anthropology, Art, Biology, Chemistry, Economics, English, Geography, History, Math, Modern Language, Philosophy, Physics, Political Science. Psychology, Religion or Sociology.

- For Physical Education and Fitness Management majors, 2 courses (8 quarter hours) in Anatomy, Bio 201, and Physiology, Bio 202.

- For Physical Education, Teaching Concentration majors, 1 courses (4 quarter hours) of open electives.

- For Secondary English, Geography, History, Modern Language and Social Sciences majors, 1 course (4 quarter hours) of a math or science elective.
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 all general education and Liberal Studies requirements.
- Completion of all education courses with a grade of C or better.
- Completion of the required clinical experiences.
- 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 Illinois State Board of Education requires that a candidate for certification pass a test of basic skills and a test of content-area knowledge.

PROGRAM REQUIREMENTS

Each student must complete the General and Liberal Studies requirements 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). Social and Cultural Studies in Education and Human Development: SCU 207, 380; SCU 337 or Psychology 303; CU 338 or 339.


Liberal Arts courses: 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 and wellness. 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 and wellness concentration prepares students to manage and develop fitness and health promotion programs in a community, university, corporate and/or private setting.

TEACHING CONCENTRATION

Social and Cultural Studies in Education and Human Development: SCU 207, 380; SCU 336, 337 or Psychology 303.

Physical Education courses: 206, 302, 303, 317, 341, 346, 351, 352, 360, 372, 374, 378, 379, 390 and the following activity courses:

Movement Analysis I—Rhythms and Dance: PE 111.

Movement Analysis II—Aquatics: one course chosen from PE 121, 122, 233.

Movement Analysis III—Gymnastics: PE 151.

Movement Analysis IV—Team and Individual Sports: Five courses chosen from PE 181, 182, 183, 185, 186, 187, 276, 277.

FITNESS MANAGEMENT AND WELLNESS CONCENTRATION

Social and Cultural Studies in Education and Human Development: SCU 336 or 337 or Psychology 303.

Commerce Courses: Management 300, Accounting 101, and Marketing 301.

Physical Education courses: 206; 273; 302; 303; 341; 346; 351; 352; 360; 362; 374; 380; 390
and the following activity courses:
  Movement Analysis I—Rhythms and Dance: PE 111, and one course chosen from 060 or 213.
  Movement Analysis II—Aquatics: Choose one course from PE 121, 122, 233.
  Movement Analysis III—Weight Training and Fitness: PE 066 and 071.
  Movement Analysis IV—Team and Individual Sports: four 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**


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

PE 206, 273, 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 in grades 6-12 include Biology, Chemistry, Computer Science, and Physics. A total of 48-80 quarter hours in the major field is required. For details concerning the completion of each major field, consult the department offerings in this Bulletin.

Biology, page 97
Chemistry, page 114
Computer Science, page 308
English, page 143
Geography, page 153
History, page 162
Mathematics, page 196
Modern Language, page 212
Physics, page 242
Social Science, page 295


Secondary Education: SE 363; 364; 390; LSI 201; SE 325; SCU 338 or 339 and one special methods course in the teaching field.

**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 seven-course concentration.

Liberal Arts: Mathematics 110 and 111.


Professional Education: ECE 091, 092, 093, 094, 275, 286, 290, 302, 303, 307, 309, 310, 311, and 385; and EE 324 and 331.
PROGRAM OF STUDY FOR A MINOR SEQUENCE IN EARLY CHILDHOOD EDUCATION

The ECE minor provides a learning opportunity to all DePaul Students for those interested in the care and education of young children. Students interested in this minor should consult home college advisors and secure permission from the early childhood program to enroll.

Seven of eight courses: ECE 275, 286, 290, 302, 303, 307, 309, and 310 are chosen in consultation with the academic advisor and Early Childhood Program Coordinator.

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 Fine Arts 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. MIDDLE SCHOOL ENDORSEMENT

According to State of Illinois certification guidelines, both Elementary and Secondary education students who wish to teach in a departmentalized middle school setting (grades 5 - 8) must meet three criteria:

1. Complete at least 27 quarter hours in a content area that is taught in middle grades. All secondary education majors have at least 1 content area based on their secondary education requirements. Most elementary education majors will have at least 1 content area based on their concentration requirements. Please discuss possible areas with an advisor.

2. Complete at least 1 course (4 quarter hours) in middle school methodology. All students have met this requirement through the DePaul School of Education courses. No additional courses are needed to meet this requirement.

3. Complete 1 course (4 quarter hours) in middle school philosophy and/or psychology. This course, SCU 339, Philosophy & Psychology of Middle Level Education, is a course option in the Common Core of the Elementary and Secondary Education programs.

The addition of SCU 339 to your program will allow you to receive a middle school endorsement. If you do not choose to take SCU 339, Elementary Education majors will be eligible to teach in K to 4 only. Secondary education majors will be eligible to teach in grades 9 to 12 only.

Middle School Endorsements are only applicable to Elementary and Secondary Education students. Due to their certification grade levels, Early Childhood and Physical Education majors are not eligible for a middle school endorsement.

VII. 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.

No student will be permitted to student teach until all professional education courses are completed. In addition, the Illinois State Board of Education requires certification candidates pass a test of basic skills and a test of content-area knowledge.
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 social justice and education, education in literature, and the politics of education. All students are invited to enroll in these Liberal Studies in Education 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 EDUCATION CAREER SERVICES
The School of Education offers job search counseling for all its students. The Director'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 Studies
- Human Development and Learning
- Human Services and Counseling
- Language, Literacy and Specialized Instruction
- 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 may 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. If a learning domain is indicated, students not in the School of Education can take these courses to satisfy liberal studies requirements.
LSE 201  **Education and Society.** This course explores the interaction of societies and their education efforts/designs within a multicultural context. Case studies are used to examine various cultural groups within their own environment, the interactions of people from different cultures, and various cultural phenomena. Educational experiences leading persons from a monocultural perspective to a more multicultural perspective are explored. Students are asked to consider culture as learned behavior/perspective. They will explore their own cultural experiences/development and those of others. The goal is a realization of culture as a respected framework within the context of education.

LSE 210  **Multiculturalism and Education.** This course will engage students in an examination of issues of diversity and multiculturalism within educational contexts in the United States. It includes an investigation of the historical and experiential perspectives of different cultural groups as well as an analysis of issues of access, inequality, power, and the distribution of resources. Students should gain an understanding of individual, group, inter-group, and intra-group perspectives, behaviors, and socialization practices regarding identity, relationships, values, ways of knowing, and world views. The central objective of the course is the development of a critical perspective regarding the meaning of multiculturalism and the significance of its role in educational settings.

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 254  **The Politics of Education.** This course examines school and other educational sites as political institutions. It explores the ways in which the goals, the content taught, and the organization of educational institutions are shaped by relations of power and by political trends in society. It also explores schools and classrooms as political terrains in their own right in which issues of power are contested along lines of race, class, ethnicity, gender, language, sexual orientation, and other forms of difference. The course considers ways in which schools may reproduce or contest the existing social order. The dynamic interplay of political context and the internal politics of schools will be studied theoretically and through specific issues such as language and immigration policy, affirmative action, educational vouchers, textbook selection, and educational reform movements.
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 263  **Wellness, Self, and Society.** Essential learning, behavioral, and life management concepts and theories are introduced as they relate to life skills and their impact on individual and societal health and wellness. Reflective, experiential, holistic, traditional and non-traditional principles, strategies, and approaches are examined in relationship to each individual's cultural experience. The development of an integrated approach to wellness as a lifelong process is an important part of this course. Particular emphasis will be placed on the interconnected nature of the wellness dimensions: physical, emotional, intellectual, social, occupational, and spiritual and their impact on individual, community, and global health.

LSE 264  **Spirituality and Education.** This course provides a framework for the discussion of spirit and spirituality from a multicultural perspective. Students will explore a common language that can be used to talk about the centrality of spirit—that which fuels development and learning—in a variety of practical and professional settings. The course brings together the work of theologians (such as Walter Bruggeman, Henri Nouwen, Bernard Lonergan and Theodore Jennings) with child development theorists (such as Lev Vygotsky, Erik Erikson, and Howard Gardner) and educational philosophers (such as Parker Palmer, Henry Giroux, Nel Noddings and bell hooks). Students will develop their own understandings of spirituality that can give direction to their own education as well as inform those involved in educational experiences both within and outside of religious traditions.

LSE 274  **Science Literacy and Practice.** This course is designed to increase scientific literacy and critical thinking through a holistic approach to topics in physical and life sciences. Students will engage in hands-on investigations that lead to interpretation and analysis of natural phenomena, examine the impact of science on the environment, and participate in student lead seminars. This active involvement in the processes of science will develop critical thinking skills, an understanding of the nature of science and scientific endeavors, and an appreciation of the strong relationship between science and technology. Students will be evaluated on their ability to interpret data and write research reports.
LSE 300  **Education and Literature.** This course is designed to engage students in critical reflection, commentary, and evaluation of literature, informed by theoretical as well as aesthetic considerations. Literary works will be interpreted and analyzed regarding interactions between form and content, as well as effects of authors' treatment of material upon the construction of meaning. Primary goals are the enhancement of understanding, appreciation and enjoyment of literature. Social and cultural dimensions of literature will also be addressed within the context of examining educational issues such as: what it means to become educated in culturally diverse contexts; construction of identity; the development of values and world views; the individual in relationship to community and/or society; and relationships among artistic works, human experiences and education.

LSE 310  **Contemporary Issues in Education.** This is a variable topics course which examines the way current, significant issues affect, and are affected by, education. Each quarter the course will focus on a contemporary problem or question with broad social, political, or cultural implications and will examine it from a multicultural perspective. Examples of topics are: Homelessness, Immigration and Public Education, Privatization and Corporate Involvement in Schools, Youth Culture and Education, or The Use and Misuse of Measures of Achievement and Ability. The course will explore the topic from multiple perspectives and draw on multiple disciplines.

LSE 354  **Culture, Context, and Learning.** This course is based on the premise that learning is situated in the context of dynamic interpersonal relationships through which critical thinking may be fostered and ideas challenged. Students will examine the intellectual, emotional, and intrapsychic processes by which knowledge is constructed and shaped by cultural meanings which validate particular forms of thought and structures of knowledge. Various theories of learning will be discussed as they inform educational practices and their underlying assumptions will be examined. In addition, this course will engage the cultural nature of all human activity, cognitive processes, and bodies of knowledge. Attention will be given to their historical role of race and class as they determine what bodies of knowledge and processes of learning are validated within the dominant culture. Students will engage in self-reflective experiences, theoretical analyses, and community based activities to examine the various meanings constructed as people learn within social and cultural contexts.

LSE 362  **Identity and Education.** This variable topics course will focus upon how individuals and groups take on identities and how education and schooling affect the process. It will use multiple perspectives and a variety of contexts (such as family, community, nation, and international communities) to analyze how notions of self are developed, forged, and named and how these notions change over time. It will also examine how identities are constructed in relationship to issues such as ethnicity, class, gender, sexual orientation, language, religion, culture, age, and ability and their interconnections in the lived experience of individuals and groups.
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 380  **Philosophical Issues in Education and Cultural Studies.** This course focuses on philosophical issues in education and cultural studies. Addressed are issues of how race, ethnicity, gender, class, and/or sexual difference shape and inform beliefs and assumptions about ontology, epistemology, ethics, and/or aesthetics. Explored in particular are the educative and pedagogical effects of these beliefs and assumptions on the formation of culture and social identity. Also, the course will analyze the contributions of philosophy to the presuppositions of critical and feminist pedagogies regarding the study of pedagogy, culture, and social identity. The contributions examined include but are not limited to critical race philosophy, feminist philosophy, gay and lesbian philosophy, and socialist philosophy.

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.
SOCIAL AND CULTURAL STUDIES IN EDUCATION AND HUMAN DEVELOPMENT (SCU)

The Social and Cultural Studies in Education and Human Development Program is committed to social justice and to an inter/postdisciplinary approach to the critical study of education and human development. The program's basic premise is that education is a social and cultural process which shapes the ways in which individuals, in the context of their lived-realities, make sense of themselves and others within systems of power and privilege. Education is regarded as a significant political force in creating, maintaining, and challenging assumptions of neutrality, hierarchies of race, education, gender, class and sexual differences.

The SCU Program examines educational institutions, practices, policies, and human development across the life span, addressing the question of identity and its historical formation in relation to education. The program considers the dynamic between the individual and society and explores the relationships between interspsychic, interpersonal, biological and sociocultural processes as they unfold in multiple educative contexts. The study of these processes is informed by ethics, values, and a critical examination of assumptions regarding what is normative. The philosophical question of human development—what is means to be human—is explored as a process within institutional hierarchies of power and privilege: families, communities, educational institutions, media and popular culture, political movements, governments, and international geographies.

The program also examines the interplay between the practices and policies which structure educative processes at the micro-level of institutions and the systemic reproduction of difference in inequality within society. The program considers public policies and institutional practices such as testing, measurement, tracking and labeling, curriculum development, funding, and community involvement.

SCU 095  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.

SCU 207  Social and Historical Issues in Education. This course examines through an interdisciplinary framework sociological and historical issues and concerns associated with the relationship between education and public life. The course analyzes education as a form of cultural power, addressing its political and ideological effects. Emphasis will be placed upon the social and historical meanings and purposes assigned to education, especially as it pertains to questions of race, gender, sexuality, and the political economy of class.

SCU 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).

SCU 337  Human Growth and Development. This course is an introduction to the study of the process of human development from conception to old age. Through a range of theories, the periods of childhood, adolescence, and adulthood are examined with particular attention to the role of culture, gender, and class as they inform the contextualized process of growth and change across the lifespan.
SCU 338  The Process and Evaluation of Learning. The process involved in human learning are examined from alternative theoretical and research paradigms and perspectives. The roles of emotions, cultural differences, social realities, cognitive uniqueness, character and achievement tendencies are examined with respect to learner functioning. Alternative methods and techniques for evaluating learner development and academic achievement are surveyed and discussed. Emphasis is placed upon identifying the characteristics of individually and culturally responsive and responsible testing and assessment protocols in the school setting.

SCU 380  Philosophical Issues in Education and Cultural Studies. This course focuses on philosophical issues in education and cultural studies. Addressed are issues of how race, ethnicity, gender, class, and/or sexual difference shape and inform beliefs and assumptions about ontology, epistemology, ethics, and/or aesthetics. Explored in particular are the educative and pedagogical effects of these beliefs and assumptions on the formation of culture and social identity. Also, the course will analyze the contributions of philosophy to the presuppositions of critical and feminist pedagogies regarding the study of pedagogy, culture, and social identity. The contributions examined include but are not limited to critical race philosophy, feminist philosophy, gay and lesbian philosophy, and socialist philosophy.

SCU 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 on the children. It will explore the influence of language and culture on the interaction of teachers and parents.

EE 204  Cultures in Contrast and Conflict. This course emphasizes strategies to teach culture and conflict resolution in the classroom setting. It will also compare cultures on six separate components.

EE 242  Teaching English as a Second Language. Focuses on techniques to teach English as a second language to non-English speaking children at the beginning, intermediate, and advanced levels.

EE 281  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, to 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: ECE 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., for 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 context 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. 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 curriculums 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.**

SE 310  **Teaching, History, and the Social Sciences in Secondary Schools.** Prepares for 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 learning, 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 325  **Literacy in the Content Areas.** The course explores the interrelationships between reading, writing, and other forms of communication (e.g., classroom talk, technology, visual arts) that are available to content area middle-level and high-school teachers. There will be an emphasis on the interrelationship of all aspects of language, oral and written, that result in literacy as a meaning-making tool in the construction of content-area knowledge. The course will discuss specific aspects of literacy processes from a multicultural, multilingual perspective as they apply to a variety of school settings in general and urban schools in particular. Students will become acquainted with theoretical issues as well as a wide range of literacy-teaching strategies including reading, writing, research, and study skills to be tailored to the needs of different students and to be applied across a variety of learning situations and text types.

SE 339  **Teaching Science in the Secondary School.** This course is designed to update teachers in the methods of teaching science. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs.

SE 349  **Teaching Modern Languages.** Prepares for teaching modern languages at the middle and secondary school levels. Examines the theory and practice of teaching modern languages with an emphasis on developing alternative teaching strategies and using diverse resources. Lesson and unit development, evaluation, 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? Students will examine their own values and begin to develop their own philosophies about education and teaching. Includes site visits and the opportunity to participate in field experiences. Included in this course are 25-30 hours of clinical experiences at arranged sites. **Prerequisite:** SE 361 or permission.

**SE 362**  
**Methods: Curriculum and Instruction in Secondary Schools.** Materials, methods, and techniques appropriate for teaching in secondary schools. Topics include: educational goals, the development of a rationale and underlying assumptions; instructional goals and objectives; learning objectives, both cognitive and affective; classroom environment; classroom management principles and techniques; multicultural materials in various content areas; the development of appropriate methods and materials; current curriculum issues and controversies. Included in this course are 25-30 hours of clinical experiences at arranged sites. **Prerequisite:** SE 361 or permission.

**SE 363**  
**Orientation to Secondary Teaching as a Profession.** (6 quarter hours.) In this process-oriented course, students engage in critical reflection on the roles and expectations of secondary educators from both institutional and community perspectives. Questions considered will include: what is an educator, what is a professional, what are the attributes of effective teachers, what do effective teachers do? Students will examine their own values and begin to develop their own philosophies about education and teaching. Included in this course are 25-30 hours of clinical experiences at arranged sites.

**SE 364**  
**Methods: Curriculum and Instruction in Secondary Schools.** Materials, methods, and techniques appropriate for teaching in secondary schools. Topics include: educational goals, the development of a rationale and underlying assumptions; instructional goals and objectives; learning objectives, both cognitive and affective; classroom environment; classroom management principles and techniques; multicultural materials in various content areas; the development of appropriate methods and materials; current curriculum issues and controversies. Included in this course are 25-30 hours of clinical experiences at arranged sites. **Prerequisite:** SE 363 or permission.

**SE 376**  
**Workshop for Pre-Service Teachers.** Various topics in contemporary education. See schedule for details.

**SE 390**  
**Secondary Student Teaching and Seminar.** (12 quarter hours.) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. **Prerequisite:** Open only to students who have applied and been accepted into student teaching. See program advisor.

**SE 399**  
**Independent Study.** 1 to 2 quarter hours. **Prerequisite:** permission of advisor.
LANGUAGES, LITERACY AND SPECIALIZED INSTRUCTION (LSI)

LSI 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.

LSI 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.

PHYSICAL EDUCATION (PE)

Activity courses are open to all students in the University. Students with a major or a minor in Physical Education will be evaluated on criteria that include a methods-of-teaching component, as well as experiences in teaching, leading exercises and drills, and officiating.

PE 060 Aerobics. (2 quarter hours.) Participation and instruction in the dynamics of body movement through a combination of dance and exercise.

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 introduces students to strength training principles and activities: free weights, resistance machines, and functional exercises. Emphasis is placed on the development of strength and flexibility of the major muscle groups. Health-related fitness guidelines are presented to assist the student in developing overall fitness.

PE 067 Recreational Sports. (2 quarter hours.) Acquisition of skills in popular "carry over" sports such as bocce balls, bowling, horse-shoes, darts, and frisbee golf for use in leisure hours and later life.

PE 070 Advanced Aerobics. (2 quarter hours.) Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise combined with dance. Prerequisite: PE 060 or instructor's approval.

PE 071 Fitness and Conditioning. (2 quarter hours.) The main components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition are integrated into the fitness sessions, topic presentations, and health/fitness assessments. Emphasis is placed on improving overall wellness through exercise and healthy lifestyle choices.

PE 076 Advanced Weight Training. (2 quarter hours.) Advanced instruction and participation in the use of free weights and various machines for body building and weight training. Prerequisite: PE 066 or instructor's approval.

PE 111 Developmental Basis of Movement and Rhythm. (2 quarter hours.) Through lecture, film analysis, direct observation 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.
PE 121  **Swimming.** (2 quarter hours.) Skill analyses and development based upon individual’s initial swimming level; beginning through advanced swimming. (A.R.C. classification). Introduction to skin diving skills and basic rescue and water safety.

PE 122  **Lifesaving.** (2 quarter hours.) Introduction to swim conditioning techniques as a basis for the development of advanced lifesaving skills. American Red Cross Lifeguard Training Certificate may be earned. **Prerequisite: PE 121 or swimming test.**

PE 151  **Gymnastics.** (2 quarter hours.) Basic tumbling, stunts, apparatus (beam and bars), exercises and vaulting skills. Emphasis on programming for the elementary school level, including mini-teaching presentations.

PE 181  **Flag Football.** (2 quarter hours.) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play.

PE 182  **Volleyball.** (2 quarter hours.) Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching.

PE 183  **Soccer-Speedball.** (2 quarter hours.) Offered alternate years. Development of basic skills and progressive teaching stages: fundamental stage, game-related stage, game-condition stage, and functional training to include experience in speedball and other lead-up activities.

PE 185  **Baseball-Softball.** (2 quarter hours.) Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy.

PE 186  **Track and Field.** (2 quarter hours.) Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets.

PE 187  **Basketball.** (2 quarter hours.) Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team strategy.

PE 206  **Personal and Community Health.** This course is designed to assist students in gaining insight into their health/wellness attitudes, behaviors, and choices. Health/wellness experiences and topics examine the total wellness concept, as a self-designed, dynamic style of living which focuses on optimal functioning and quality of life. Emphasis is placed on the physical, emotional, intellectual, social, occupational and spiritual dimensions of health/wellness.

PE 213  **Folk-Social Dance.** (2 quarter hours.) Fundamentals, techniques, terms and teaching principles of line dance, square dance, ballroom and swing dance. 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 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.

PE 276  **Tennis.** (2 quarter hours.) Instruction and practice on basic patterns of movement of tennis skills. Knowledge of rules, etiquette, playing instructions and teaching methods for application of skills stressed.
PE 277  **Golf.** (2 quarter hours.) Basic patterns of movement for a controlled golf swing with woods and irons; chipping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed.

PE 302  **First Aid: 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 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.

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:** Junior status.

PE 341  **Historical and Philosophical Foundations of Physical Education.** This course presents those principles of educational psychology specifically related to the psychomotor learning domain, the selection of tests to measure learning of physical skills for all populations, administration of tests, data collection, and the statistical analysis needed to evaluate the learning process. Specifically, measures of central tendency, variability and correlation statistics; and standard tests of strength, motor efficiency, anthropometry, body mechanics, and specific sport analysis will be included in this course.

PE 346  **Organization and Administration of Physical Education, Sports, and Fitness Programs.** Emphasis is placed on understanding the management process: functions, application to various settings, program development, budget, facilities, marketing/promotion, and risk management.

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.** Diverse 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 Exercise and Sport.** Principles of human behavior, psychology, sociology, and motivational theory are covered as they relate to exercise fitness, and sport. Students are introduced to personality factors, leadership skills, psychological skills training, and group dynamics which play important roles in the psychological development of individuals involved in exercise and sport programs.

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.
SCHOOL OF EDUCATION

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 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 275  Early Childhood Assessment. Students will study, use and evaluate early childhood assessment, methods and tools that are appropriate for use with young children with diverse cultural and socioeconomic experiences. 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 and 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, Vygotsky, Gardner, 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 developmental domains.

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.

ECE 399  Independent Study in Early Childhood Education.
ADMINISTRATION
DONALD E. CASEY, 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
ROSS BEACRAFT, Mus.B.
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 Sound Recording Technology

SAMPLE PROGRAMS/COURSES
The purpose of the School of Music is to develop each student’s potential to its highest level. Recognizing that students have unique combinations of abilities, needs, and goals, the School of Music provides a series of structured and independent learning situations which will fulfill both common and individual objectives.

As a division of the University concerned with professional preparation, emphasis is placed on specific career requirements in music. A variety of courses chosen from the College of Liberal Arts and Sciences generates the liberalizing influence of a university experience. The integral place of music in a liberal education is affirmed by participation of music faculty in courses for non-music majors.

Located at Fullerton Avenue and Halsted Street on the Lincoln Park Campus, the School of Music and its student body are deeply involved in the cultural life of Chicago. Orchestra Hall, the Art Institute of Chicago, and the Lyric Opera are less than 15 minutes away by rapid-transit. DePaul’s location in an active cultural center enables the School of Music to draw its faculty from professionals in the Chicago musical scene, including some twenty members of the Chicago Symphony and Chicago Lyric Opera Orchestras. Qualified students may perform with the Civic Orchestra and the Lyric Opera chorus. Many other performing and teaching opportunities are also available in the metropolitan area.

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 1968 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 (773) 325-7444.

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 performance awards 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 AITAY, Mus.B.,
Lecturer, Violin
Franz Liszt Royal Academy

DAN ANDERSON, Mus.M.,
Lecturer, Tuba
Northwestern University

LISA ARGIRIS, Mus.B.,
Lecturer, Music Business
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 BARSTON, Mus.M.,
Lecturer, Music Education, Cello
The Juilliard School

GREGORY BIMM, M.A.,
Lecturer, Music Education
Western Illinois University

JON BOEN, B.M.,
Lecturer, Horn
Coordinator of Brass Program
Northern Illinois University

THERESA BRANCACCIO, Mus.M.,
Lecturer, Voice
Northwestern University

THOMAS A. BROWN, Ph.D.,
Professor, Musicianship, Coordinator of Graduate Studies
University of Wisconsin

JUDY BUNDRA, Ph.D.,
Associate Professor, Chair, Music Education
Northwestern University

JEROME BUTERA, D.M.A.,
Lecturer, Organ
American Conservatory of Music

DONALD E. CASEY, Ed.D.,
Professor, Dean
University of Illinois

DONALD E. CASEY, Ed.D.,
Professor, Dean
University of Illinois

JOSEPH CASEY, Ph.D.,
Associate Professor, Liberal Studies
University of Iowa

RICARDO CASTENEDA, Mus.M.,
Lecturer, Music Education
Northwestern University

WILLIAM CERNOTA, B.A.,
Lecturer, Cello
University of Chicago

ELSAL CHARLSTON, Mus.B.,
Lecturer, Voice
St. Olaf College

MARK COLBY, Mus.M.,
Lecturer, Jazz Saxophone
University of Miami

CLIFF COLNOT, Ph.D.,
Conductor, DePaul Symphony Orchestra
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

CHRISTOPHER COSTANZA, Mus.B.,
Associate Professor, Cello
Chicago String Quartet
New England Conservatory

KIMBERLY CRAFT, J.D.
Lecturer, Music Business
John Marshall Law School

L. STANLEY DAVIS, Mus.M.,
Lecturer, Liberal Studies
Northwestern University

DONALD DE ROCHER, Ph.D.,
Professor, Director of Wind Organizations, Chair, Performance Studies
Northwestern University
SCHOOL OF MUSIC

JULIE DEROCHE, MUS. B.,
Lecturer, Clarinet Coordinator
of Woodwind Program
Northwestern University

LORI ELLSWORTH, B.M.,
Lecturer, Jazz Studies
University of Miami

RUSSELL FALLSTAD, MUS.M.,
Lecturer, Music Education
Northwestern University

MARK FISHER, MUS.M.,
Lecturer, Trombone
New England Conservatory

GEORGE FLYNN, D.M.A.,
Professor, Chair, Musicianship
Studies and Composition
Columbia University

JOSEPH GENUALDI,
Professor, Violin, Coordinator
of String Program
Chicago String Quartet

KATHLEEN GOLL-WILSON, MUS.M.,
Lecturer, Music Education
Paris Conservatory

AMY GOODMAN, D.M.A.,
Associate Professor, Director of
Choral Organizations
Stanford University

ROGER GOODMAN, MUS.M.,
Lecturer, Harpsichord
Northwestern University

ELIZABETH GOTTLIEB, MUS.M.,
Lecturer, Voice
University of Illinois

LARRY GRAY, MUS.M.,
Lecturer, Jazz Bass
Roosevelt University

MICHAEL GREEN,
Lecturer, Percussion, Coordinator of
Percussion Program

NORMAN GULBRANDSEN, MUS.M.,
Lecturer, Voice
Northwestern University

VIOLA HAAS, MUS.M.,
Associate Professor Emeritus
State Conservatory-Prague

JOHN HAGSTROM, MUS.M.,
Lecturer, Trumpet
Wichita State University

PATRICIA HAMILL, MUS.B.,
Lecturer, Orff-Schulwerk
Mundelein College

KEITH HAMPTON, D.M.,
Lecturer, Music Education
Northwestern University

STEPHEN HARTMAN, MUS.M.,
Lecturer, Harp
Indiana University

JOHN HATMAKER, PH.D.,
Lecturer, Musicianship
University of Iowa

B. LYNN HEBERT, D.M.A.,
Assistant Professor, Musicianship
Stanford University

JOHN HENES, MUS.B.,
Lecturer, Alexander Technique
Indiana University

MICHAEL HENOCH, MUS. M.,
Lecturer, Oboe
Northwestern University

STEFAN HERSCH,
Associate Professor, Violin
Chicago String Quartet

MARY HICKEY, MUS.B.,
Lecturer, Flute
Northwestern University

LINDA HIRT, MUS.M.,
Lecturer, Piano, Coordinator of Vocal
Program
Indiana University

HILEL KAGAN,
Lecturer, Violin
University of Leningrad

LEWIS KIRK, B.M.,
Lecturer, Bassoon
Manhattan School of Music

EDWARD KÖCHER, PH.D.,
Professor, Associate Dean
University of Illinois at Chicago

PHILIP KRAUS, D.M.A.,
Lecturer, Voice
Northwestern University
ROBERT LARK, D.M.A.,
Associate Professor, Coordinator
of Jazz Studies
University of North Texas

MATT LEE, Mus.M.,
Lecturer, Trumpet
Northwestern University

VLADIMIR LEYETCHKISS, D.M.A.
Lecturer, Piano
American Conservatory of Music

MELODY LORD, Mus.M.,
Lecturer, Piano
DePaul University

THOMAS MATTAL, Mus.M.,
Lecturer, Jazz Studies
University of Northern Colorado

MARK MAXWELL, Mus.M.,
Lecturer, Guitar
Southern Methodist University

MARK McDUANN,
Associate Professor, Trombone, Trumpet

PAUL McKEE, Mus.M.,
Lecturer, Jazz Trombone
University of Texas

SUSAN METZGER, Mus.M.,
Lecturer, Music Education
DePaul University

FREDERICK MILLER, D.M.A.,
Dean Emeritus
University of Iowa

THOMAS MILLER, Mus.M.,
Assistant Professor, Sound Recording Technology
DePaul University

JANICE MITCHELL, D.M.,
Lecturer, Musicianship
Northwestern University

ROBERT MORGAN, Mus.B.,
Lecturer, Oboe
Indiana University

ELOISE NIWA, Mus.B.,
Lecturer, Piano
American Conservatory

LARRY NOVAK,
Lecturer, Jazz Piano
University of Minnesota

MARION O’CONNELL, Mus.M.,
Lecturer, Orff-Schulwerk
DePaul University

BRADLEY OPLAND,
Lecturer, String Bass

ROBERT PALMIERI, B.M.,
Lecturer, Jazz Guitar
University of Miami

DMITRY PAPERNY, Mus.M.,
Professor, Piano
Tchaikovsky State Conservatory

AL PAYSON, Mus. B.,
Lecturer, Percussion
University of Illinois

DONALD PECK,
Lecturer, Flute
Curtis Institute of Music

HERMAN PELTKE, Mus.M.,
Associate Professor Emeritus
DePaul University

ANNE PERILLO, Mus.M.,
Lecturer, Voice
DePaul University

ANN PETRY, R.M.T.-B.C.,
Lecturer, Music Education
Wartburg College

DAVID PISTRUI, M.A.,
Coordinator, Music Business
DePaul University

MARK RIDENDOUR, Mus.M.,
Lecturer, Trumpet
University Of Cincinnati

VIRGINIA SANDSTROM, Mus.M.,
Lecturer, Music Education
DePaul University

MARY SAEUR, Mus.M.,
Lecturer, Piano, Coordinator of Keyboard Program
Chicago Musical College

HARRY SILVERSTEIN,
Assistant Professor
Director, DePaul Opera Theatre

MICHAEL SMITH, Ph.D.,
Associate Professor, Music Education
University of Minnesota
Rami Solomonow, B.A.,
Associate Professor, Viola
Chicago String Quartet
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

Alan Swain, Mus.M.,
Lecturer, Jazz Studies
Northwestern University

George Tenegal, Mus.M.,
Lecturer, Vocal Diction
DePaul University

Meng-Kong Tham, Mus.M.,
Assistant Professor, Musicanship
Northwestern University

Chris Varga, Mus.M.,
Lecturer, Percussion
DePaul University

Charles Vernon,
Lecturer, Trombone

Wesley Vos, Ph.D.,
Associate Professor, Musicanship
Washington University

Kurt Westerberg, D.M.,
Associate Professor, Musicanship,
Composition
Northwestern University

Brad Williams,
Lecturer, Jazz History

John Bruce Yeh, 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 sound 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 (BA)

The student’s course of study in the Liberal Studies Program is 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. In addition to the 28 quarter hours required in the liberal studies core, students pursuing a Bachelor of Arts in Music degree are required to complete 52 quarter hours distributed through 6 learning domains. The number and distribution of courses in each of the areas are as follows:

Core: 28 quarter hours required; 16 quarter hours in the First Year Program (4 quarter hours in Discover Chicago or Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), 4 quarter hour sophomore seminar on Multiculturalism in the United States, 4 quarter hour junior year experiential learning requirement, and 4 quarter hour senior capstone requirement.

Arts and Literature: 8 quarter hours required. At most 2 courses from the same department or program.
Philosophical Inquiry: 8 quarter hours required.
Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.
Scientific Inquiry: 12 quarter hours required; 4 quarter hours with a lab component, 4 quarter hours with a quantitative component, and 4 quarter hours scientific inquiry elective.
Self, Society and the Modern World: 8 quarter hours required. At most 2 courses from the same department or program.
Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Since study in music contributes to a student’s liberal education, courses offered by the department of music are not applied towards liberal studies requirements for the music major. Exceptions to this rule are the junior experiential learning and the senior capstone requirements.

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 A&E requirements. 24 quarter hours of a modern language (a two-year sequence or its equivalent) is required, as well as 12 quarter hours of non-music electives.

DEPARTMENTAL PROGRAM REQUIREMENTS

Standard Concentration (Musicianship)

Applied Music: 16 quarter hours. (Note: The successful completion of an audition is required for registration in applied music. Contact the School of Music 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
### Sample Program—Bachelor of Arts in Music

#### Freshman Year

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<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
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<tr>
<td>Autumn</td>
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#### Sophomore Year

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#### Junior Year

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#### Senior Year

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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 (BM)

The student’s course of study in the Liberal Studies Program is 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. In addition to the 24 quarter hours required in the liberal studies core, students pursuing a Bachelor of Music degree are required to complete 32 quarter hours distributed through 6 learning domains. (For further information on the purposes and curriculum of the Liberal Studies program, consult page 6 of the Bulletin.) The number and distribution of courses in each of the areas are as follows:

Core: 20 quarter hours required; 16 quarter hours in the First Year Program (4 quarter hours in Discover Chicago or Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), and a 4 quarter hour sophomore seminar on Multiculturalism in the United States.

Arts and Literature: 8 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 4 quarter hours required.

Religious Dimensions: 4 quarter hours required.

Scientific Inquiry: 4 quarter hours required; course must have a lab or quantitative component.

Self, Society and the Modern World: 4 quarter hours required.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history primarily between 1800-1945. In addition, courses must be from two different categories: 1) Asia, 2) Latin America, 3) Africa, 4) North America or Europe and 5) intercontinental or comparative.

Since study in music contributes to a student’s liberal education, courses offered by the department of music are not applied towards liberal studies requirements for the music major.

MODERN LANGUAGE OPTION

Music students who wish to study a modern language must take a three-course sequence. If Discover Chicago or Focal Point satisfies one of the domain requirements, then students may designate one language course as their liberal studies elective. If Discover Chicago or Focal Point does not satisfy a domain requirement, one language course may replace a course in Arts and Literature, Philosophical Inquiry or Religious Dimensions. The remaining two language courses 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
   (beyond the initial nine quarters)
   Interpretation of Vocal Literature (three quarters) .......... 6
   Introduction to Vocal Pedagogy (one quarter) .................. 3
   Techniques of the Musical Stage (two quarters) ............ 4
   History of the Opera (one quarter) .................................. 2
   Applied Music Electives .................................................. 3

C. String Majors Applied Music ............................................. 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 I, II ................................................................. 8
- 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
- Topics in Music Education: Technology .................................. 2
- Topics in Music Education: Rehearsal/Conducting .................. 2
- Music Education Electives .................................................. 3
- 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) ............... 28
- 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 ....................................................... 6
- Jazz Chamber groups ......................................................... 6
- Jazz Ensemble ................................................................. 6
- History of Jazz ................................................................. 6
- Business of Music ........................................................... 2
- Introduction to Jazz Arranging ............................................ 2
- Jazz Arranging (I, II and III) for Jazz Ensemble ....................... 9
- Applied Jazz Instruction .................................................... 6
- Recital ................................................................. 0

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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

### Autumn
- Musicianship Studies: 6
- Applied Music (lesson): 4
- Large Ensemble: 1
- Common Core: 4
- Music Elective: 1

### Winter
- Musicianship Studies: 6
- Applied Music (lesson): 4
- Large Ensemble: 1
- Common Core: 4
- Music Elective: 1

### Spring
- Musicianship Studies: 6
- Applied Music (lesson): 4
- Large Ensemble: 1
- Common Core: 4
- Music Elective: 1

### JUNIOR YEAR

### Autumn
- Music Specialization: 5
- Music Elective: 2
- Liberal Studies: 4
- Free Elective: 4
- Large Ensemble: 1

### Winter
- Music Specialization: 4
- Liberal Studies: 4
- Liberal Studies: 4
- Conducting: 2
- Large Ensemble: 1

### Spring
- Music Specialization: 4
- Liberal Studies: 4
- Conducting: 2
- Large Ensemble: 1

## SOPHOMORE YEAR

### Autumn
- Musicianship Studies: 6
- Applied Music (lesson): 4
- Large Ensemble: 1
- Common Core: 4
- Music Elective: 1

### Winter
- Musicianship Studies: 6
- Applied Music (lesson): 4
- Large Ensemble: 1
- Liberal Studies: 4

### Spring
- Musicianship Studies: 6
- Applied Music (lesson): 4
- Large Ensemble: 1
- Liberal Studies (Sophomore Seminar): 4

## SENIOR YEAR

### Autumn
- Music Specialization: 12
- Liberal Studies: 4

### Winter
- Music Specialization: 8
- Free Electives: 8

### Spring
- Music Specialization: 8
- Liberal Studies: 4
- Free Elective: 4
BACHELOR OF SCIENCE IN MUSIC

WITH ELECTIVE STUDIES IN RECORDING SOUND TECHNOLOGY

Offered in association with Streettville 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 required in the Liberal Studies Core, all students are required to complete 28 hours distributed through 6 learning domains as part of their Bachelor of Science degree in Music. The number and distribution of courses in each of the areas are as follows:

Core: 16 quarter hours are required; 12 quarter hours in First Year Program (4 quarter hours in Discover Chicago or Focal Point Seminars and 8 quarter hours in Composition and Rhetoric), 4 quarter hour sophomore seminar on Multiculturalism in the United States.

Arts and Literature: 8 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 4 quarter hours required.

Religious Dimensions: 4 quarter hours required.

Self, Society and the Modern World: 4 quarter hours required.

Understanding the Past: 8 quarter hours required; 4 quarter hours of history pre-1800 and 4 quarter hours of history post-1800. In addition, courses must be from two different categories: 1) Asia, 2) Latin America 3) Africa 4) North America or Europe and 5) intercontinental or comparative.

Scientific Inquiry: not required.

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.

Since study in music contributes to a student’s liberal education, courses offered through the School of Music are not applied toward liberal studies requirements.

CORE REQUIREMENTS

The common core includes those experiences and competencies necessary for all students in the School of Music. This component is emphasized at the freshman and sophomore levels and consists of the following: Applied Music (12 quarter hours), Musicianship Studies (36 quarter hours), Large Ensemble (9 quarter hours), Conducting (4 quarter hours), Music Electives (7 quarter hours). Musicianship Studies consist of a two year integrated sequence in music history and literature, theory and its creative use, aural training, and group piano.

In addition, students in this program must complete 8 quarter hours of free electives, which may be taken in music or non-music courses chosen in consultation with a faculty advisor.

REQUIREMENTS IN THE MAJOR

Students are admitted to this major program (specialization) on the basis of a petition. This process normally occurs between the mid-freshman and mid-sophomore years. Major requirements for this program total 36 quarter hours, as follows:

Recording Sound Technology (24 quarter hours)

Sound Recording Practicum (6 quarter hours)

Business of Music (2 quarter hours)

Introduction to Electronic Music (4 quarter hours)

The Recording Technology component (REC 201, 202, 203, 301, 302, 303) consists of six consecutive quarters, normally taken in the junior and senior years. Sound Recording Practicum (REC 304, 305, 306) is normally taken in three quarters during the senior year.
## Sample Program—Bachelor of Science

### Freshman Year

**Autumn**  
- Musicianship Studies: 6  
- Applied Music (lesson): 4  
- Large Ensemble: 1  
- Common Core: 4  
- Music Elective: 1  

**Winter**  
- Musicianship Studies: 6  
- Applied (lesson): 4  
- Large Ensemble: 1  
- Common Core: 4  
- Music Elective: 1  

**Spring**  
- Musicianship Studies: 6  
- Applied (lesson): 4  
- Large Ensemble: 1  
- Common Core: 4  

**Junior Year**

**Autumn**  
- Conducting I: 2  
- Large Ensemble: 1  
- Sound Recording Technology: 4  
- Basic Electronics: 4  
- Liberal Studies (RD): 4  

**Winter**  
- Conducting II: 2  
- Large Ensemble: 1  
- Sound Recording Technology: 4  
- Intro to Digital Electronics: 4  
- Sound and Acoustics: 4  

**Spring**  
- Free Electives: 4  
- Large Ensemble: 1  
- Sound Recording Technology: 4  
- Digital Integrated Circuits: 4  
- Liberal Studies (MW): 4  

### Sophomore Year

**Autumn**  
- Musicianship Studies: 6  
- Large Ensemble: 1  
- Sophomore Seminar: 4  
- College Algebra: 4  

**Winter**  
- Musicianship Studies: 6  
- Large Ensemble: 1  
- Arts and Literature: 4  
- Trigonometry: 4  
- Intro to Sound Recording Technology: 2  

**Spring**  
- Musicianship Studies: 6  
- Large Ensemble: 1  
- Understanding the Past: 4  
- Calculus I: 4  
- Music Electives: 2  

### Senior Year

**Autumn**  
- Physics: 4  
- Sound Recording Technology: 4  
- Sound Recording Practicum: 2  
- Business of Music: 2  
- Liberal Studies (DI): 4  

**Winter**  
- Sound Recording Technology: 4  
- Sound Recording Practicum: 2  
- Free Electives: 4  
- Physics: 4  

**Spring**  
- Sound Recording Technology: 4  
- Sound Recording Practicum: 2  
- Computer Science: 4  
- Liberal Studies (A&L): 4  

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COURSES

APPLIED MUSIC

APM 110 Baritone Horn; APM 115 Bassoon; APM 120 Clarinet; APM 125 Flute;
APM 127 Guitar; APM 130 French Horn; APM 135 Oboe; APM 137 Harp; APM
140 Organ; APM 145 Percussion; APM 150 Piano; APM 155 Saxophone; APM
160 String Bass; APM 165 Trombone; APM 170 Trumpet; APM 175 Tuba; APM
180 Viola; APM 185 Violin; APM 190 Violoncello; APM 195 Voice-Studio; APM
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 repertory, operatic stage rehearsal
accompaniment, 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, pedal, style and ornamentation; criti-
cal 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 train-
ing, evidenced in various teaching approaches-scientific, mechanistic, empirical.

APM 337 Alexander Technique. (1 hr.) Introduction to the Alexander Technique as
applied to musical performance.

APM 340, 341, 342 Orchestral Repertoire for Strings I, II, III. (2 hrs. each.) Study of
standard orchestral repertoire in homogeneous instrument classes:
Baroque/Classical, Romantic, 20th Century in successive quarters.

APM 350, 351, 352 Interpretation of Vocal Literature. (2 hrs. each.) Study and demon-
stration of performance practices (16th-century to present), language orienta-
tion in Italian, French, German and English; stress on performance
demonstrated by students.

APM 353, 354, 355 Techniques of the Music Stage. (2 hrs. each.) Study, coaching,
rehearsal and performance of music drama and opera.

APM 370 Brass Concepts I. (3 hrs.) Study of brass literature, performance and
pedagogy.

APM 372 Orchestral Repertoire for Brass. (3 hrs.) Study of standard orchestral reperto-
ire.

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 repertory 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 1. Prerequisite: 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.

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 Musicanship IV. (4 hrs.) (Autumn) Classic period. Prerequisite: MUS 130.


MUS 230 Musicanship 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 sightsinging 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 harmonies and techniques of modern chord substitutions. Developing the ability to “play by ear.”

MUS 316 Essentials of Jazz III. (2 hrs.) Improvisation with particular emphasis on the blues arranging and accompanying techniques; a survey of recent trends in popular music.

MUS 317 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 330 The Business of Music. (2 hrs.) A study of contracts for artists, agents, managers, and producers, and an investigation of copyrights; BMI, ASCAP, and unions.

MUS 331 Jazz Arranging and Composition IV. (3 hrs.) Further exploration of jazz harmony including substitutions, quartal voicings, modality, compositional devices, and third stream techniques.


MUS 334, 335, 336 Jazz Improvisation I, II, III. (2 hrs. each.) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. (Prerequisite: MUS 316 or consent of instructor.)
MUS 344-345-346 Jazz Improvisation IV, V, VI. (2 hrs. each.) Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction.

MUS 350 Jazz Pedagogy. (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 378 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.

MEN 131 Orchestra. (1 hr.) Study and rehearsal of traditional and new orchestra repertoire.

MEN 221 Wind Ensemble. (1 hr.) A select organization; rehearsal and performance of literature for ensembles of eight to forty players, with special emphasis on original literature for winds, from all historic periods.

MEN 231 Chamber Choir. (1 hr.) A choral ensemble of selected voices.
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.

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

300 Orchestration I. (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 1998-99.

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 1997-98.

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 1998-99.
COM 304 Analytical Techniques. (4 hrs.) Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods. **Prerequisite:** MUS 230.

COM 305 Analytical Studies. (4 hrs.) Use of various analytical techniques for detailed studies of selected compositions. **Prerequisite:** COM 304 or equivalent.

COM 306 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. **Prerequisite:** MUS 230.

COM 307 Composition I. (3 hrs.) Exploration of twentieth century compositional techniques; course activities may include analytical assignments as well as creative projects. **Prerequisite:** MUS 230.

COM 308 Composition II. (3 hrs.) Continuation of COM 307.

COM 309 Composition III. (3 hrs.) Continuation of COM 308. **Prerequisite:** COM 308.

COM 310 Composition IV. (4 hrs.) Advanced composition and analysis of new trends in representative compositions; development of plans for and initial work on individual senior composition project. **Prerequisite:** COM 309.

COM 311 Composition V. (4 hrs.) Continuation of COM 310. Continued work on senior project. **Prerequisite:** COM 310.

COM 312 Composition VI. (4 hrs.) Completion of senior project. **Prerequisite:** COM 311.

COM 320 Orchestration II. (4 hrs.) A survey of 20th-century orchestral practices.

**MUSIC EDUCATION**

MED 095 Clinical Experience with Children and Youth. (No Credit.) Required of all students. Observations and participation experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses.

The following six methods courses include the study, discussion, demonstration, and presentation of philosophies of music education; organization, administration, and curriculum; evaluation of teaching and learning; instructional and source materials; approaches, methods and techniques; includes observation and teaching in educational settings. The laboratory class component emphasizes students’ development of such teaching abilities and skills as planning, delivering, evaluating, and analyzing lessons based upon teaching approaches, methods, techniques, and materials.

MED 300 Elementary Instrumental Methods & Lab. (2 hrs.)

MED 301 Junior and Senior High Instrumental Methods & Lab. (2 hrs.)

MED 303 Elementary Vocal-General Methods & Lab. (2 hrs.)

MED 304 Junior High Vocal Methods & Lab. (2 hrs.)

MED 305 Secondary Vocal Methods & Lab. (2 hrs.)

MED 306 Introduction to Music Education. (2 hrs.)
The following group of classes concentrates on two areas: 1) fundamentals of instrumental performance—embouchure, technical skill, tone, bowing, intonation, articulation, breathing, style, musicianship; and 2) pedagogy and related information—selected solo and ensemble study and performance literature; knowledge of instrument history, care, and construction; basic goals and teaching techniques for class and individual lessons; diagnosis and solutions for typical developmental problems; investigation of source literature, materials, and recordings. Instruments studied are: Brass I—trumpet and french horn; Woodwind I—clarinet; Woodwinds III—flute; Strings I—violin and viola; Percussion I—snare drum and related percussion.

MED 101 Brass I. (1 hr.)
MED 103 Woodwinds I. (1 hr.)
MED 105 Strings I. (1 hr.)
MED 107 Percussion I. (1 hr.)
MED 109 Woodwinds III. (1 hr.)

The following courses represent a continuation of Level I classes. Instruments studied are: Brass II—low brass; Woodwind II—double reeds; Strings II—cello and bass; Percussion II—mallet instruments; Woodwinds IV—saxophones.

MED 102 Brass II. (1 hr.)
MED 104 Woodwinds II. (1 hr.)
MED 106 Strings II. (1 hr.)
MED 108 Percussion II. (1 hr.)
MED 110 Woodwinds IV. (1 hr.)
MED 121 Class Guitar. (1 hr.) Techniques of functional guitar.
MED 196 Class Voice. (1 hr.) A developmental approach to singing; class instruction in groups of 12-15 students.

MED 310 Music Education for the Exceptional Child. (2 hrs.) A survey course highlighting special education mandates which affect music educators, including profiles of giftedness and various areas of disability. Alternative teaching strategies and classroom management techniques are also addressed.

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 Organizations. (2 hrs.) A general survey of literature will be undertaken as well as specific projects related to school groups, wind chamber and ensemble organizations, and concert bands.

MED 360 Topics in Music Education. (2-4 hrs.) Advanced course dealing with topics of current interest or import in music education as determined by the Music Education faculty.
<table>
<thead>
<tr>
<th>MED</th>
<th><strong>385 Introduction to Orff-Schulwerk.</strong> (2 hrs.) A series of explorations with rhythm, movement, gesture, words, melodies, and instrumental/environmental sounds, introducing the student to Orff-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.</th>
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<tr>
<td>MED</td>
<td><strong>386 Orff Workshop (Level I).</strong> (3 hrs.) Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.</td>
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<tr>
<td>MED</td>
<td><strong>390 Orff Workshop (Level II).</strong> (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.</td>
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<tr>
<td>MED</td>
<td><strong>391 Orff Workshop (Level III).</strong> (3 hrs.) Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 35 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.</td>
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<tr>
<td>MED</td>
<td><strong>392 Student Teaching.</strong> (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.</td>
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**RECORDING SOUND TECHNOLOGY**

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<tr>
<th>REC</th>
<th><strong>200 Introduction to Sound Recording Technology.</strong> (2 hrs.)</th>
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<td>REC</td>
<td><strong>301, 302, 303. Recording Technology IV, V, VI.</strong> (4 hrs. each) Basic studies in electrical engineering with technological application in recording studio settings. Emphasis on peripheral gear, consoles and automation, and the synclavier.</td>
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THE
THEATRE
SCHOOL
FOUNDED AS THE GOODMAN SCHOOL OF DRAMA IN 1925

The Theatre School is a member of the League of Chicago Theatres, Illinois Arts Alliance, ASSITEJ/USA, 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 MELTZER, J.D.
Director of Admissions

LARA GOETSCHE, B.S.
Public Relations Director

DENISE WINKOWSKI
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, B.F.A.
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 72 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 Anderson, Bruce Boxleitner, Kelly Coffield, Melinda Dillon, Joe Guzaldo, Linda Hunt, Harvey Korman, Karl Malden, Joe Mantegna, Kevin O'Connor, Elizabeth Perkins, Amy Pietz, Michael Rooker, John C. Reilly, Casey Siemaszko, Concetta Tomei, Ted Wass and Adrian Zmed, and designers Dunya Ramikova, Theoni V. Aldredge, Dale Wibben, 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, Fox Theatricals, Oregon Shakespeare Festival, Chicago Children's Theatre, Susan Hilferty Studio, Child's Play Touring Company, Berkshire Theatre Festival and Steppenwolf Theatre.
THE THEATRE SCHOOL

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 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 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 Theater, Organic/Touchstone Theatre Company, 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.

For the past several seasons the school has been doing a number of its black box experimental workshops and thesis productions in off-Loop theatres so as to connect the work and the students more directly to the theatres themselves and their audience base.

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 Celeste Holm, Florence Henderson, Dorothy Loudon, Shelley Winters and Jean Stapleton; Broadway stars Donna McKechnie, Rip Torn and Andre De Shields; Chicago's nationally known Steppenwolf Ensemble including John Malkovich and Gary Sinise; actor/author Orson Bean; Academy Award-winning actor Gene Hackman; Chicago theatre critics Richard Christiansen and Glenna Syse; comedians Shelley Berman and Avery Schriber; Obie Award-winning playwright Megan Terry; artistic directors Robert Falls (Goodman Theatre) Tony Award-winning actor Joe Montegna, Gregory Mosher (Lincoln Center for the Performing Arts), and JoAnne Akalitis (New York Shakespeare Festival); the late Geraldine Page; actors Jonathan Pryce, Lawrence Fishburne, Brian Dennehy, Peter Falk, John Mahoney, and the late Cleavon Little; and Academy Award-winning production designer Patrizia von Brandenstein (AMADEUS).

Guest Artists who have worked closely with students in productions have been James Earl Jones, Lillian Gish, Len Cario, and Zoe Caldwell. Guest workshops have been given by Oscar-winning actress Fay Dunaway; British actress, Joan Plowright; international director Kazimierz

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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 Kuroemon II; musical theatre actor Carl Hall (THE WIZ). Marie Hilgemann of the Guthrie Theatre conducted a dye and paints workshop on techniques used in costume fabrication. Peter Wood, artistic director of Britain's National Theatre, taught a master's class for professional actors. Playwright Max Bush presented his new plays AALUMAURIA: THE VOYAGE OF THE DRAGON FLY AND 13 BELLS OF BOGLEWOOD 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 ADAIRE, M.F.A.,
Voice and Speech
University of Washington

ANTHONY ADLER, B.A.,
History/Criticism
Carnegie-Mellon

JANE ALDERMAN, B.A.,
Audition
Adelphi University

ANTHONY ALVAREZ, B.A.,
Movement
Columbia University

DAVID L. AVCOLLIE, M.F.A.,
Acting
Southern Methodist University

JEFF BAUER, M.F.A.,
Scene Design
Northwestern University

TIM BRAULT, 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 BROZYNISKI, 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

STEVEN CARELLI, M.F.A.,
Drawing
Northwestern University

NAN CIBULA-JENKINS, M.F.A.,
Costume Design
Yale University

DEAN CORRIN, M.F.A.,
Playwriting
Ohio University

JOHN CULBERT, M.F.A.,
Lighting Design
New York University

MELANIE DYKSTRA, B.A.,
Director of Development
Calvin College

MARK ELLIOTT, M.F.A.,
Musical Theatre
San Diego State University

PATRICE EGGLESTON, M.F.A.,
Movement
Southern Methodist University

MALCOLM EWEN, B.A.,
Stage Management
Amherst College

NICOLE FALLIE,
Transportation

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LARA GOETSCH, B.S.,
Public Relations Director
Northwestern University

ANASTASIA GONZALEZ,
Budget Manager

STEPHEN GRAY, M.A.,
Theatre History
San Diego State University

PHYLLIS 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

BANITA HARRIS,
Transportation

Peter Hobert, B.F.A.,
Acting
The Theatre School, DePaul

SONIA IBARRA, B.A.,
Group Sales Representative
Clark College

DONALD W. ILKO, Ph.D.,
Acting and Theatre Studies
Case Western Reserve University

BELLA ITKIN, Ph.D.,
Acting
Case Western Reserve University

JOHN JENKINS, B.A.,
Movement
Pittsburgh State University

TRUDIE KESSLER, M.F.A.,
Voice and Speech
University of California, Irvine

BRIDGET KIRKPATRICK, B.F.A.,
Assistant Theatre Manager
The Theatre School, DePaul

SUSAN LEIGH, M.F.A.,
Voice and Speech
Temple University

MICHAEL MAGGIO, M.A.,
Directing
University of Arizona

ELYSE MANTERFIELD,
Production Coordinator
The Theatre School, DePaul

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.,
Costumiere
University of Illinois, Urbana

KIMOSHA MURPHY, B.A.,
Movement
Southern Illinois University

RIC MURPHY, M.A.,
Acting
University of Washington

JOSEPH NIEMINSKI, B.F.A.,
Scene Design
Goodman School of Drama

CATHY OLSON, B.F.A.,
Stitcher
North Park College

JOHN F. O’MALLEY, Ph.D.,
Associate Dean
Florida State University

JAMES OSTHOLTHOFF, M.F.A.,
Acting and Directing
Goodman School of Drama

RICHARD PETTENGILL, M.A.,
Dramaturgy
University of Chicago

GERARD PRENDERGAST, B.F.A.,
Camera Technique
Goodman School of Drama

NICHOLAS SANDYS PULLIN, M.A.,
Stage Combat
Cambridge University

GERALD REYNOLDS,
Carpenter

LESLIE RILEY,
Movement

KEVIN ROBERTS, B.A.,
Box Office Manager
University of North Florida
THE THEATRE SCHOOL

TODD ROSENTHAL, M.F.A.,
Rendering
Yale University

MICHAEL ROURKE, M.F.A.,
Lighting Design
University of Virginia

LESLIE SHOOK, M.A.,
Theatre Manager
University of Illinois

RACHEL SLAVICK, M.F.A.,
Acting
The Theatre School, DePaul

JOSEPH SLOWIK, M.F.A.,
Acting
Goodman School of Drama

CHRISTINE SOLGER, M.F.A.,
Lighting Design
Northern Illinois University

MARY VIERLING, B.A.,
Assistant to Director of Development
University of Minnesota

WAYNE W. SMITH, B.F.A.,
Property Master
University of Illinois, Urbana

JEFFREY WEBB, B.F.A.,
Theatre Technical Director,
Merle Reskin Theatre
Southern Methodist University

DENISE WINKOWSKI,
Office Assistant
Ohio State University

FRANK WUKITSCH, M.F.A.,
Technical Director
Goodman School of Drama

NAN ZABRISKIE, M.F.A.,
Make-up
University of Minnesota

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: (773) 325-7999 or 1-800-4DEPAUL (Extension 7999) from outside Illinois. The e-mail address is: mmelitzer@wpmail.depaul.edu. 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. After these materials are received, an interview is arranged with an appropriate faculty member. Applicants are notified of their admission decision by letter. 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 courses to be distributed with the help of a Theatre School advisor.

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. Certificates are offered only in the acting program. 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 13 courses in the Liberal Studies program. (For further information on the purposes and curriculum of the Liberal Studies Program consult page 6 of the Bulletin.) Satisfactory completion of appropriate assessment tests is required of all entering degree-seeking students except those exempt by virtue of grade point average and or SAT/ACT scores. Particular requirements are as follows:

Core: 20 quarter hours required. 16 quarter hours in the First Year Program (4 quarter hours in Discover Chicago or Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning), and a 4 quarter hour sophomore seminar on Multiculturalism in the United States.

Arts and Literature: 12 quarter hours required. (History of Dramatic Literature 204, 205 and 206 are accepted to fulfill the requirement in this learning domain.)

Philosophical Inquiry: 4 quarter hours required.

Religious Dimensions: 4 quarter hours required.

Scientific Inquiry: 4 quarter hours required; course must have a lab or quantitative component.

Self, Society and the Modern World: not required.

Understanding the Past: 4 quarter hours required.

Elective: 4 quarter hours chosen from any learning domain.

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: 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
Improvisation: 399
Acting IV: 411 or 412 or 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
History of Dramatic Literature: 204, 205, 206
Costume Technology I: 254, 255, 256
Make-up: 214, 215, 216
Principles of Design: 141, 142, 143
Liberal Studies: 4 courses
Theatre Crew: 107, 108, 109

SECOND YEAR
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
Theatrical Collaboration: 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
History of Dramatic Literature: 204, 205, 206
Liberal Studies: 4 courses
Theatre Crew: 107, 108, 109

SECOND YEAR
Lighting Design I: 247, 248, 249
Lighting Technology I: 240, 240, 240
Rendering I: 384, 385, 386
Production Practice I: 271, 272, 273
Liberal Studies: 3 courses

THIRD YEAR
Lighting Design II: 347, 348, 349
Drawing II: 284, 285, 286
Production Practice II: 371, 372, 373
Liberal Studies: 3 courses

FOURTH YEAR
Lighting Design III: 447, 448, 449
Theatrical Collaboration: 641, 642, 643
Rendering II: 484, 485, 486
Design/Technical Electives: Scene Design I: 241, 242, 243; Scene Painting: 387, 388, 389; Costume Design I: 244, 245, 246; and/or other Design/Technical courses chosen with approval of advisor and instructor.
Non-Theatre Elective: One course outside the Theatre Program will be chosen in consultation with the advisor; directed toward an area that will most help the student's design work.
Production Practice III and/or Internship: 471, 472, 473
IV. SCENE DESIGN MAJOR

FIRST YEAR

Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
History of Dramatic Literature: 204, 205, 206
Liberal Studies: 4 courses
Theatre Crew: 107, 108, 109

SECOND YEAR

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
Theatrical Collaboration: 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
Drawing I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
History of Dramatic Literature: 204, 205, 206
Liberal Studies: 4 courses
Theatre Crew: 107, 108, 109

SECOND YEAR
Scenographic Drafting: 251, 252, 253
Construction and Rigging I: 257, 258, 259
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 I: Art 107, 208, 209
Technical Drawing: 151, 152, 153
Principles of Design: 141, 142, 143
History of Dramatic Literature: 204, 205, 206
Liberal Studies: 4 courses
Theatre Crew: 107, 108, 109

SECOND YEAR
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 MAJOR

FIRST YEAR
Drawing I: Art 107, 208, 209
History of Dramatic Literature: 204, 205, 206
Principles of Design: 141, 142, 143
Costume Technology I: 254, 255, 256
Theatre Crew: 107, 108, 109
Liberal Studies: 4 courses

SECOND YEAR
Costume Design I: 244, 245, 246
Rendering I: 384, 385, 386
Costume Technology II: 354, 355, 356
Production Practice II: 271, 272, 273
Liberal Studies: 3 courses
THIRD YEAR
MAKE-UP: 214, 215, 216
COSTUME TECHNOLOGY III: 454, 455, 456
MANAGEMENT: 228, 300, 307
PRODUCTION PRACTICE II: 371, 372, 373
LIBERAL STUDIES: 3 COURSES

FOURTH YEAR
INDEPENDENT STUDY IN COSTUME TECHNOLOGY: 3 COURSES
PRODUCTION PRACTICE III AND INTERNSHIP: 471, 472, 473
THEATRE ELECTIVE: 3 COURSES
LIBERAL STUDIES

THEATRE STUDIES
All students in Theatre Studies must complete a Common Core of courses as follows:

THEATRE CREW: 107, 108, 109
HISTORY OF DRAMATIC LITERATURE: 204, 205, 206
PRINCIPLES OF DESIGN: 141, 142, 143
PERFORMANCE WORKSHOP: 291, 292, 293
DRAMATIC CRITICISM: 324, 325, 326
STAGE MANAGEMENT: 367, 368, 369
DIRECTING I: 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, 108, 109
PERFORMANCE WORKSHOP: 291, 292, 293
STAGE MANAGEMENT: 367, 368, 369
LIBERAL STUDIES: 4 COURSES

SECOND YEAR
HISTORY OF DRAMATIC LITERATURE: 204, 205, 206
PRINCIPLES OF DESIGN: 141, 142, 143
PLAYWRITING: 327, 328, 329
LIBERAL STUDIES: 3 COURSES
ELECTIVE, ENGLISH 120
ETHICS IN THEATRE: 400

THIRD YEAR
DIRECTING I: 374, 375, 376
DRAMATIC CRITICISM: 324, 325, 326
PLAYWRIGHT’S SEMINAR: 427, 428, 429
NEW PLAY WORKSHOP: 418, 419
ENGLISH: 328
LIBERAL STUDIES: 3 COURSES
Fouth year
Internship/Production Practice: 471, 472, 473
New Play Workshop: 418, 419
Playwright's Seminar: 427, 428, 429
English or Communication Elective: 3 courses

IX. DRAMATURGY/CRITICISM MAJOR
(Note: students in this program are encouraged to study a foreign language.)

First year
Theatre Crew: 107, 108, 109
Performance Workshop: 291, 292, 923
Stage Management: 367, 368, 369
Liberal Studies: 4 courses
English: 120
Elective

Second year
History of Dramatic Literature: 204, 205, 206
Principles of Design: 141, 142, 143
Dramatic Theory: 224, 225
Liberal Studies: 3 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
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
Theatre Crew: 107, 108, 109
Performance Workshop: 291, 292, 293
Stage Management: 367
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, 143
Sociology: 280
Communications: 344, 351
Accounting: 233
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 plus an additional 24 hours of theatre electives which may include theatre studies production practice. 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.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn</strong></td>
<td><strong>Autumn</strong></td>
</tr>
<tr>
<td>Theatre Crew: 107</td>
<td>History of Dramatic Literature: 204</td>
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<td>Performance Workshop: 291</td>
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<td>Stage Management: 367</td>
<td>Principles of Design: 141</td>
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<tr>
<td>Liberal Studies</td>
<td>Liberal Studies</td>
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<tr>
<td><strong>Winter</strong></td>
<td><strong>Winter</strong></td>
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<tr>
<td>Theatre Crew: 108</td>
<td>History of Dramatic Literature: 205</td>
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<td>Performance Workshop: 292</td>
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<td>Stage Management: 368</td>
<td>Principles of Design: 142</td>
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<tr>
<td>Liberal Studies</td>
<td>Elective</td>
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<td><strong>Spring</strong></td>
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<td>Theatre Crew: 109</td>
<td>History of Dramatic Literature: 206</td>
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<tr>
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<tr>
<td>Stage Management: 369</td>
<td>Principles of Design: 143</td>
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<tr>
<td>Liberal Studies</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td><strong>THIRD YEAR</strong></td>
<td><strong>FOURTH YEAR</strong></td>
</tr>
<tr>
<td><strong>Autumn</strong></td>
<td><strong>Autumn</strong></td>
</tr>
<tr>
<td>Directing: 374</td>
<td>Communication: 230</td>
</tr>
<tr>
<td>Dramatic Criticism: 324</td>
<td>Playwriting: 327</td>
</tr>
<tr>
<td>Elective</td>
<td>Survey: Art, Architecture</td>
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<tr>
<td>Liberal Studies</td>
<td>Fashion &amp; Furniture 381</td>
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<td></td>
<td>Seminar: History/Criticism: 424</td>
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<tr>
<td><strong>Winter</strong></td>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td>Directing: 375</td>
<td>Dramatic Theory: 224</td>
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<tr>
<td>Dramatic Criticism: 325</td>
<td>Playwriting: 328</td>
</tr>
<tr>
<td>Communication: 346</td>
<td>Survey: Art, Architecture</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Fashion &amp; Furniture 382</td>
</tr>
<tr>
<td></td>
<td>Seminar: History/Criticism: 425</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Directing: 376</td>
<td>Dramatic Theory: 225</td>
</tr>
<tr>
<td>Dramatic Criticism: 326</td>
<td>Playwriting: 329</td>
</tr>
<tr>
<td>Elective</td>
<td>Survey: Art, Architecture</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Fashion &amp; Furniture 383</td>
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<tr>
<td></td>
<td>Elective</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 Aristotel 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  **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 principle 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 costuming.

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.

392
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>327, 328, 329</td>
<td>Playwriting</td>
<td>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.</td>
</tr>
<tr>
<td>331, 332, 333</td>
<td>Voice &amp; Speech III</td>
<td>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.</td>
</tr>
<tr>
<td>334, 335, 336</td>
<td>Dramaturgy</td>
<td>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.</td>
</tr>
<tr>
<td>341, 342, 343</td>
<td>Scene Design II</td>
<td>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.</td>
</tr>
<tr>
<td>344, 345, 346</td>
<td>Costume Design II</td>
<td>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.</td>
</tr>
<tr>
<td>347, 348, 349</td>
<td>Lighting Design II</td>
<td>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.</td>
</tr>
<tr>
<td>354, 355, 356</td>
<td>Costume Technology II</td>
<td>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.</td>
</tr>
<tr>
<td>357, 358, 359</td>
<td>Construction &amp; Rigging II</td>
<td>See 257, 258, 259.</td>
</tr>
<tr>
<td>361, 362, 363</td>
<td>Rehearsal &amp; Performance I</td>
<td>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.</td>
</tr>
<tr>
<td>367, 368, 369</td>
<td>Stage Management</td>
<td>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.</td>
</tr>
<tr>
<td>371, 372, 373</td>
<td>Production Practice II</td>
<td>For all design and technical students, assignments will be commensurate with ability and experience.</td>
</tr>
<tr>
<td>374, 375, 376</td>
<td>Directing</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

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.

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.

Independent Study.

Ethics in Theatre. (4 quarter hours.) Ethics are the principles which help us decide how to deal with others. In this very participatory course students look at how artists deal with each other and with the world.

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.

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.

New Play Workshop. A specialized workshop which brings together MFA I actors and directors, new playscripts, and BFA I playwrights. The work of the year centers on contacting the vital life of new playscripts.

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.

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.

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, multi-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 roles 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, Rendering I

641, 642, 643  **Theatrical Collaboration.** (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 stylistic 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

SUSANNE DUMBLETON, PH.D.
Dean

DAVID SHALLEMBERGER, PH.D.
Associate Dean

MICHAEL SKELLEY, PH.D.
Director, Undergraduate Program

RUSSELL R. ROGERS, PH.D.
Director, Graduate Program

JOHN WILLETS, PH.D.
Director, Suburban Campuses

MARY JANE DIX, M.P.S.
   Assistant Dean for Administration and Student Services

MUHAMMED AHTHER, M.S.
Technology Analyst

DOUGLAS MURPHY, M.A.
   Assistant Dean for Information and Advancement

JENNIFER PREY, B.A.
   Budget Coordinator

MARTIN DEAN, M.A.
   Coordinator of Advising Services

ANDREA SPRINTER, B.A.
   Assistant to the Dean

DIANNE STARZYK, B.A.
   Operations Supervisor

ACADEMIC ADVISORS

ANGHELSON AATSBAHA, M.A.

ANGELINE CANELLA, B.A.

MARTIN DEAN, M.A.

JOHN HEMMERLING, B.A.

PAMELA MEYER, M.A.

PEGGY ST. JOHN, M.A.

KENN SKORUPA, M.A.

ELIZABETH WARD, B.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 a Bachelor of Arts, Bachelor of Arts in Computing (jointly with C.T.I.) and a Master of Arts in Integrated Professional Studies 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, Naperville, 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

**OHARE CAMPUS**
3166 River Road (Second Floor)
Des Plaines, Illinois 60018
708/296-5348
312/362-7600

**NAPERVILLE CAMPUS**
150 Warrenville Road
Naperville, Illinois 60563
630/548-9378

**SOUTH CAMPUS**
16333 S. Kilbourn Ave.
Oak Forest, Illinois 60452
708/633-9091
FACULTY

MARISA ALICEA, PH.D.,
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Northwestern University

ENRIQUE A. ARIAS, PH.D.,
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MIRIAM BEN-YOSEPH, PH.D.,
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KEVIN DOWNING, PH.D.,
Assistant Professor
University of Arizona

SUZANNE DUMBLETON, PH.D.,
Associate Professor and Dean
State University of New York at Albany

MORRY FIDDLER, PH.D.,
Associate Professor
University of Minnesota

RENEE GILBERT-LEVIN, M.A.,
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EDWARD HARRIS, PH.D.,
Associate Professor
University of Massachusetts at Amherst

MECHTHILD HART, PH.D.,
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DEBORAH HOLTON, PH.D.,
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Univ. of Wisconsin-Madison

JEAN KNOLL, PH.D.,
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University of Chicago

CATHERINE MARIENAU, PH.D.,
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SUSAN McGURK, PH.D.,
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PATRICIA MONAGHAN, PH.D.,
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RUSSELL R. ROGERS, PH.D.,
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The Fielding Institute

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Assistant Professor
University of North Carolina, Chapel Hill

R. ELENA TABACHNICK, PH.D.,
Assistant Professor
The University of Michigan

DOUGLAS TAYLOR,
Assistant Professor
Virginia Polytechnic and State University

DERISE E. TOLLIVER, PH.D.,
Assistant Professor
Duke University

JOHN WILLETS, PH.D.,
Assistant Professor and Director,
Suburban Program
University of Illinois

DONNA YOUNGER, Ed.D.,
Assistant Professor
University of Memphis
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 SNL is organized around the knowledge, skills and abilities that describe an educated adult in contemporary society. The undergraduate program is defined by a framework of 50 competences grouped in five domains. The various statements of competence are designed to describe the outcomes of a liberal education: all student work, including prior learning, degree steps and courses, is directed toward accomplishing one or more of the required competences. SNL courses are specifically designed to teach competences. For most students, they are an efficient way to achieve competence within the SNL program.

WORLD OF WORK (WW)

This domain encompasses the knowledge, abilities and values associated with career, vocation or educational specialization goals. Students may focus their competence in the World of Work on preparing for graduate or professional school or on attaining greater depth of learning in a particular area of specialization.

Competence in the World of Work (WW) domain is often attained through work experience from participation in training programs, through internships and guided study, and through specialized courses of instruction, study, reading or reflection.

HUMAN COMMUNITY (HC)

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

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.
Assessment and Counseling: Skills for the Human Resource Professional. A rapidly-developing area of responsibility for Human Resource professionals is employee assistance programs (EAPs). Managing and implementing EAPs requires that human resource professionals have additional skills in assessment and counseling. In this course, students will learn counseling theory and assess their own personal interactional and counseling potential for possible careers in EAP counseling. Discussion topics include intervention, enabling, alcoholism and other chemical dependencies, relapse prevention, denial, constructive confrontation, and case management.

Managing in a Cross-Cultural Environment. This course will address dilemmas and opportunities that individuals may encounter as they work or study in multicultural and global environments. The purpose of this course is to increase the effectiveness of individuals in identifying, understanding and managing cultural differences in the workplace as well as outside of it. A variety of learning methods will be used, including lectures, readings, case studies, videotapes, critical incidents, and in-depth discussions. Guest speakers will be invited to share their experiences with the class. You will be asked to: 1) read the assigned readings for each class and locate additional material on your own; 2) participate in class discussions; 3) contribute to your team’s discussions and presentations; 4) submit two short written assignments; 5) submit a final written report and do an individual presentation; 6) write a self-assessment of your learning and assess the contributions of your team members to the learning of your team and to the class.

Social Responsibility of Leadership. Managers face uncertainties in the political and legal environment of the 1990s. Social responsibility and ethical behavior have a new urgency. This course will help managers confront and successfully deal with these subjects. Students will learn how to identify issues, stakeholders and alternative methods of arriving at managerial decisions when faced with an ethical dilemma. Students will engage in a simulation exercise to develop the ability to analyze effective and ineffective leadership and decision making in the context of socially responsible behavior in organizational settings.

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 circulator 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. Those 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.

Explorers, Discoverers, and Sojourners: A History of Travel. This course introduces the historical background of exploration and travel by tracing its evolution and relating personal travel to historical events. The importance of cartography will be emphasized. The connection of leisure to travel will be examined up to present-day tourist tendencies. Readings and audiovisual material will be utilized as available.

Family Life and Work. Most people spend the majority of their adult life working for a living. Our life stages and crises affect our work situation as much as work affects our lives. This course examines the interaction between two vital parts of life: work and family. Using a practical approach to examining the relationship, we will identify the various life stages and the way in which these impact the individual, the organization, and the family through lecture, discussion, group activities, and journaling.

Individual Identity in Groups: Social Psychology of Work and Family. Our identity and behavior are formed and honed in social groups. This course will draw on literature, film and theories of social psychology to study influence and communication patterns in work and family. The roles we are given and assume shape our identity and development. Students will read literature, view film, and reflect on their experience using the perspective and heuristic tools provided by social psychology. We will examine how social characteristics and communication pattern shape us. Literary and artistic works will be sources for illuminating the human condition. Changes in attitudes, values, and goals that occur as we develop as adults will be viewed through the lens of our membership and interaction with groups.

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 liberetti. 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 Sonchez, 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.
America in Black and White: Building Bridges. In his 1997 inauguration speech, President Clinton described racial division in the United States as a curse while affirming at the same time that our racial diversity is the wealth of this country. How do we as an ethnically and racially diverse country go about the business of understanding and healing the wounds of racism and building bridges that will allow the gift of diversity to flourish in the United States? Further, what are the connections among U.S. racism and other forms of racism such as ethnic cleansing and “pacification programs” aimed at indigenous people around the world? In this course, we will explore the historical, economic and political roots of racism globally and nationally. In addition, we will look at the changes brought about by the civil rights movement, and ongoing work in the nation and in Chicago aimed at bridging the gaps caused by racism. We will also explore both black and white novelists, poets, commentators, and scholars such a Ralph Ellison, Adrienne Rich, Paul Laurence Dunbar, Cornell West, Peggy MacIntosh, bell hooks, Gwendolyn Brooks and others.

Through discussion, readings, films, debate, guest panels, and field excursions, students will study a variety of topics. Because the course will focus not only on analysis, but on building bridges, the instructors hope to enroll an ethnically and racially diverse class membership.

Artistic Issues in Instant Image Photography. The aesthetic, cultural, intellectual, historical, and technical issues that animate contemporary photography will be explored through the use of Polaroid pictures created by class members using their own Polaroid cameras. Photographic ideas will be presented, discussed, and addressed in classroom critiques of the images created. Personal artistic visions will be explored, encouraged and revealed. Students will learn a language for discussing these pictures and develop the necessary personal and intellectual distance from their own artistic creations in order to critically analyze them.

Quantum Creativity: Improvisation in the Arts, Business and Life. In this course, we will investigate the value of improvisation in facilitating the creative process, and attempt to reach beyond comedic one-liners to explore the many applications of improvisation. Students will learn basic improvisation forms and experiment with those forms in a variety of artistic disciplines and life experiences. In the process of this exploration, students will learn to trust their own creative process and to identify and avoid some of the most insidious blocks to creativity. Students will also have many opportunities to apply their learning in the workplace and in other areas of their life. Students will study the development of contemporary improvisation and selected readings on creativity.
Through the Fourth Wall: Exploring Visual Language in the Performing Arts. This course will explore the unique value and importance of theatre in modern life. We will emphasize unifying visual images like scenery, costumes and lighting with the script. The objective of the course is for the student to develop an understanding of visual language and the ability to enjoy and critique a play. The class will investigate the values unique to the theatre and apply them to life. We will learn to read and analyze plays together. Students will view videos of plays in class and discuss their visual elements. Students will attend at least one live theatrical performance and write a critique of its visual elements and the effectiveness of these visual elements in conveying the ideas of the play. No prior experience in the visual arts in required.

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 center 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.

Body Scan: Practical Anatomy and Your Personal Environment. We are confronted daily with a barrage of physical challenges to our body - particularly, our musculoskeletal system. This we experience as pain and altered or loss of function: headaches, backaches, muscle spasms, pinched nerves, etc. When assessing the physical ramifications of stress and strain, an understanding of basic anatomy in the context of our environmental issues (i.e., work, exercise) and the process of aging, is key to making positive choices and changes. In this course, students will utilize a text/workbook, clinical case histories, presentation of a research topic, and class discussions.

Science, the Universe and the Quest for Understanding. Astronomy, one of the oldest sciences, links our wonder at the beauty of the night sky, and our quest for meaning, and practical necessities such as navigation and communications. Students will discover in a playful, conceptual, and generally non-mathematical way how science, with intuition, inspiration, and logic helps us to understand our most basic questions: how are the stars made, how is the stuff that we are made of produced, where is the universe headed, and what lies at the end of time? Learning in class will be achieved by a combination of readings, discussion, observational exercises, with one field trip to a major scientific site.
HANDBOOK FOR
UNDERGRADUATE
STUDIES
THE UNIVERSITY

At DePaul students may pursue undergraduate degree programs on five campuses: Lincoln Park, the Loop, Naperville, O'Hare, or South. 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 Naperville Campus is located at 150 W. Warrenville Road, Naperville, Illinois (at I-88 and Naperville Road). 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 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 School of Computer Science, Telecommunications and Information Systems, the Kellstadt 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 University Libraries provide resources and services to students, faculty, and staff through six different units: The Lincoln Park Library, the Loop Campus Library, the Naperville Campus Library, the O'Hare Campus Library, and the South Campus Library. The delivery of information and materials is increasingly linked to computer and networking technologies. Electronic access to periodical articles, indexes, and other information resources in the social sciences, business, law, humanities, and sciences is readily available in all libraries.

Access to materials in all the DePaul Libraries is provided through ILLINET Online, the Libraries' online catalog and circulation systems. The combined collection of the DePaul University Libraries includes over 700,000 volumes, 300,000 microform volumes, 9,000 current serial subscriptions, and a diverse microcomputer software and audiovisual collection.

ILLINET Online also allows users to identify books from over 45 other colleges and universities in Illinois, including the University of Illinois. Current DePaul students may choose to borrow directly from these institutions in person or request an interlibrary loan. Holdings information for an additional 800 public, private, and academic libraries in Illinois can also be displayed. Materials from these and other libraries across the United States can be located and obtained through interlibrary loan.

Information, brochures, and bibliographies are available at all six locations and through the library link from DePaul's World Wide Web site: http://www.depaul.edu.
The John T. Richardson Library at Lincoln Park supports programs in the College of Liberal Arts and Sciences, the School of Education, the School of Music, and the Theatre School. Collection 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 materials to support the programs of the College of Commerce and the School of Computer Science, Telecommunications and Information Systems, but also has a core collection of reference materials in other areas. Areas of strength in the collections are accounting and finance. A Career Information Center provides resources on career choice, job search techniques, and company information. A collection of corporate annual reports from Fortune 500 companies is maintained.

The College of Law Library has an extensive collection of Anglo-American legal materials which provides both basic and advanced resources needed to support the law school curriculum. The law collection includes United States federal and state court reports, codes, constitutions, and statutes, materials on health law, tax law and international human rights law; and legal periodicals. Designated an official depository for government publications, the Law Library provides a selective collection of federal documents.

The Naperville, O'Hare and South Campus Libraries offer an innovative approach to library service by providing access to information using computers and telecommunications. The Library's networked electronic information resources include access to ILLINET Online, and also provide access to periodical articles, business reports, indexes, an encyclopedia and other reference sources. The O'Hare and South Campus libraries have small, select print reference collections; the Naperville Campus Library has a more significant collection of print materials including journals and books. 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 five 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, highspeed 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. All Windows stations will be Windows 95 beginning 1997-98. Brochures listing the workshops and hours of operation are available at all of the sites listed.
## ACADEMIC COMPUTING FACILITIES AVAILABLE AT DEPAUL

<table>
<thead>
<tr>
<th>Loop Campus</th>
<th>Lincoln Park Campus</th>
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<tbody>
<tr>
<td>Computer Science &amp;</td>
<td>Schmitt Academic Center</td>
</tr>
<tr>
<td>Telecommunication</td>
<td>2320 North Kenmore Avenue</td>
</tr>
<tr>
<td>Center 400</td>
<td>(773) 325-7000, x 1097</td>
</tr>
<tr>
<td>243 South Wabash</td>
<td>115 Windows workstations</td>
</tr>
<tr>
<td>Avenue</td>
<td>23 Macintosh workstations</td>
</tr>
<tr>
<td>(312) 362-8336</td>
<td></td>
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<tr>
<td>60 Windows workstations</td>
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<tr>
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<th>Byrne Hall 358</th>
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<tbody>
<tr>
<td>25 East Jackson Street</td>
<td>2219 North Kenmore Avenue</td>
</tr>
<tr>
<td>(312) 362-8993</td>
<td>(773) 325-7000, x 1088</td>
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<tr>
<td>50 Windows workstations</td>
<td>20 Windows workstations</td>
</tr>
<tr>
<td>12 Macintosh workstations</td>
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<table>
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<tr>
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<th>McGaw Hall 145</th>
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<tbody>
<tr>
<td>Lewis Center 13th floor</td>
<td>802 West Belden Avenue</td>
</tr>
<tr>
<td>25 East Jackson Street</td>
<td>(773) 325-7000, x 1096</td>
</tr>
<tr>
<td>(312) 362-8177</td>
<td>25 Windows workstations</td>
</tr>
<tr>
<td>3 Classrooms, 100 Windows workstations</td>
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</tbody>
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<table>
<thead>
<tr>
<th>South Campus</th>
<th>O'Hare Campus</th>
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<tbody>
<tr>
<td>16333 South Kilbourn,</td>
<td>3166 South River Road,</td>
</tr>
<tr>
<td>Room 5004</td>
<td>Room 207</td>
</tr>
<tr>
<td>Oak Forest, IL</td>
<td>Des Plaines, IL</td>
</tr>
<tr>
<td>(708) 633-9093</td>
<td>(312) 362-7608</td>
</tr>
<tr>
<td>14 Windows workstations</td>
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<table>
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<tr>
<th>Naperville Campus</th>
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<tbody>
<tr>
<td>150 West Warrenville</td>
<td></td>
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<tr>
<td>Road</td>
<td></td>
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<tr>
<td>Naperville, IL</td>
<td></td>
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<tr>
<td>(312) 362-6481</td>
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<tr>
<td>30 Windows workstations</td>
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## CUSTOMER TECHNOLOGY SERVICES

<table>
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<th>Schmitt Academic Center</th>
</tr>
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<tbody>
<tr>
<td>25 East Jackson Boulevard</td>
<td>2320 North Kenmore Avenue</td>
</tr>
<tr>
<td>(312) 362-8765</td>
<td>(312) 362-8765</td>
</tr>
</tbody>
</table>

## THE CAREER CENTER

The Career 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 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.

ALUMNI SHARING KNOWLEDGE (ASK)

ASK is a network of over four hundred DePaul alumni who volunteer their time to assist DePaul students with their educational and career planning. Students are paired with alumni volunteers by career interest to conduct informational interviews on the skill requirements, job outlook and recruitment trends within specific fields and organizations.

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 principle disciplinary office of the University, and as the liaison between the Student Affairs division and the other divisions and departments of the University. The Associate Vice President is assisted by an administrative assistant at the Lincoln Park Campus. Students will find helpful liaison services through this office. This office is primarily concerned with improving the quality of student life at DePaul. Central to such improvements is the protection of student rights.

The 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 a 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, (773) 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 located on the world wide web at http://www.depaul.edu/~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.

Munroe 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.

Persky Hall offers a number of apartment styles, ranging from studios to three bedroom units for sophomores, juniors and seniors. Renovated during the summer of 1997, the building is considered part of the independent living complex. Each apartment has a full kitchen, living room and private bath. Storage space as well as laundry facilities will be available on the ground floor of the building.

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, 2332 North Clifton Ave., Chicago, IL 60614, (773) 325-7196.
ACCREDTATION

DEPAUL UNIVERSITY IS ACCREDITED BY
AACSB — THE INTERNATIONAL ASSOCIATION FOR MANAGEMENT EDUCATION
THE AMERICAN CHEMICAL SOCIETY
THE AMERICAN PSYCHOLOGICAL ASSOCIATION
THE ASSOCIATION OF AMERICAN LAW SCHOOLS
THE COMMISSION OF INSTITUTES OF HIGHER EDUCATION OF THE NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS
THE NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
THE NATIONAL LEAGUE FOR NURSING

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 AMERICAN COLLEGES AND UNIVERSITIES
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 OF EDUCATIONAL OPPORTUNITY ASSOCIATIONS
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 Beta Delta

PHI DELTA KAPPA
PHI KAPPA DELTA
PHI KAPPA PHI
PI KAPPA LAMBDA
PI SIGMA ALPHA
PSI CHI
SIGMA DELTA PI
SIGMA PI SIGMA
SIGMA THETA TAU
SIGMA XI
THETA ALPHA KAPPA

1997-1998 BOARD OF TRUSTEES

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Vice President for Finance

ADMISSION

PHILOSOPHY AND POLICY

The admission philosophy and policy of DePaul University reflect concern for the worth and talents of the individual. DePaul considers the overall achievements of the candidate; 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 424 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 December 1st. 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 by January 15th. 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. The Theatre School and the School of Music do 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 424 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 422) 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 2.5 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) 362-6709 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 (773) 325-7740.

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 of 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 423).

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 446) for further information.

3. College Course Work in High School. Students successfully completing college-level course work while in high school are awarded credit for all transferable courses upon receipt of an official college transcript.

4. Military Service Program. Credit is accepted for service school training, USAFI, and DANTES courses following DePaul guidelines.

**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 447) 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) 362-8885 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 (773) 325-7500 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, Naperville, O'Hare or South Campuses should contact the Adult Admission office at (312) 362-6709.
NEW STUDENT AND CAREER 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 and Career Development Center also offers a variety of services to assist students in their educational and career planning, including seminars, career networking programs and individual counseling. Students should contact the Center at (773) 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 100. Class time will be geared towards developing/increasing study skills.

This class will give students the added time and support that will help with courses. This hour, twice a week, is an opportunity to review lectures with the SI instructor and tutor, ask any questions, receive "private tutoring," and discuss Religion class assignments.
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 105. Class time will be geared towards developing/increasing study skills.

This class will give students the added time and support that will help with courses. This hour, twice a week, is an opportunity to review lectures with the SI instructor and tutor, ask any questions, receive "private tutoring," and discuss History class assignments.

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 1998-1999 ACADEMIC YEAR

The tuition rates below apply to Summer Session I, 1998 through Spring Quarter, 1999.

**Part-Time (1-11 hours) Tuition Per Credit Hour**
- Music: $328.00
- Theatre: $412.00

**Full-Time (12-18 hours) Tuition Per Credit Hour for New Students Enrolled Prior to Summer, 1996**
- Commerce, Computer Science, Telecommunications & Information Systems, Education, and Liberal Arts &Sciences: $294.00
- Music: $328.00

**Full-Time (12-18 hours) Tuition Per Credit Hour for New and Readmitted Students Enrolled Starting With Summer, 1996**
- Commerce, Computer Science, Telecommunications & Information Systems, Education, and Liberal Arts &Sciences: $14,070.00
- Music: $15,700.00

**The Theatre School**
- Full-Time (12+ hours) Packaged Tuition Rate Pre-1997
  - Theatre Students: $16,600.00
- Full-Time (12+ hours) Packaged Tuition Rate for New Autumn 1997 Theatre Students (guaranteed 4-years): $16,900.00
- Full-Time (12+ hours) Packaged Tuition Rate for New Autumn 1998 Theatre Students (guaranteed 4 years): $17,800.00

**School for New Learning**
- Tuition Per Credit Hour: $285.00
- Discovery Workshop: $320.00

ROOM AND BOARD FOR THE 1997-1998 ACADEMIC YEAR

**Corcoran Hall (Room and Board)**
- Double-occupancy: $5,595.00

**Munroe Hall (Room and Board)**
- Single-occupancy: $6,765.00
- Double-occupancy: $6,198.00

**Sanctuary Hall (Room and Board)**
- Multiple-occupancy: $6,597.00-6,891.00

**Seton Hall (Room and Board)**
- Triple-occupancy: $6,114.00

**University Hall (Room and Board)**
- Double-occupancy, semi-private bath: $6,198.00

**Belden (Room Only)**
- Multiple-occupancy: 5,004.00-5,412.00

**Courtside (Room Only)**
- Multiple-occupancy: $5,247.00
- Quadruple-occupancy: $5,412.00

**McCabe Hall (Room Only)**
- One Bedroom Apartment, double-occupancy (per person): $4,965.00
- Two Bedroom Apartment, triple-occupancy (per person): $4,965.00
Persky Hall (Room Only)
Multiple-occupancy ........................................ 5,004.00-5,412.00
Sheffield Square Garden (Room Only)
Multiple -occupancy ........................................ 5,247.00
Sheffield Square (Room Only)
Multiple-occupancy ........................................ 5,412.00

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
New Student Orientation Fee
   Freshman .................................................. 100.00
   Transfers .................................................. 45.00
Delinquency Fee ............................................. 100.00
   Deferred Examination Fee
     On Designated Dates ................................... 10.00
     At Time Not Designated .............................. 20.00
Premiere DePaul Orientation ................................ 100.00
School for New Learning Proficiency Examination Fee .................. 50.00
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 credits .......................... 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 98-99 academic year are:

Friday, September 4, 1998—Fall Quarter
Friday, December 11, 1998—Winter Quarter
Friday, March 19, 1999—Spring Quarter
Friday, June 11, 1999—Summer I
Friday, July 16, 1999—Summer II

Tuition charges for any course registrations after the payment date must be paid in-full at the time of registration.

Tuition is due by the payment date whether or not a bill has been received. If you have not received a bill, you may contact Student Financial Services at (312) 362-8379 or (312) 362-8480 any time during business hours to determine the amount you are required to pay.

Payment must be received in the Payment Center or one of its depositories by the payment dates as indicated. Students may pay by check, money order, or credit card (Visa, MasterCard, Discover, or College Card). Payments may be made to the Payment Center by mail or in person, or if paying by credit card, by phone (312) 362-8480. (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 until the debt is cleared. 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) 362-8480 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

Students receiving financial aid in excess of direct University costs may receive a refund of a valid credit balance. Refund processing begins after financial aid has been applied to students’ University accounts, which is never earlier than ten days prior to the beginning of a term. Students who anticipate having a credit balance on their account (due to excess financial aid) may indicate how they wish to receive their funds by completing a “Refund Preference Form”, which is available at both the Student Accounts and Financial Aid offices. Excess financial aid refunds are generated automatically by one of three means: by direct deposit, check by mail, or check pick-up. Direct deposit refunds are the most secure and are therefore recommended by the University.

Students not receiving financial aid who have an account credit balance have the option of leaving the credit balance on the account to be applied toward future term expenses, or applying for a refund of the credit balance. Students who wish to apply for a refund should contact the Cashier’s Office, either in person or by phone. Refunds will be made by check, and will be mailed to the student at the mailing address on file with the University.
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. Undergraduate students combining undergraduate and graduate courses will pay the appropriate rate for each class.
4. 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.
5. Any foreign checks must be made payable in United States dollars or they will not be accepted by the University.

DEPARTMENTAL FEES
ART
Each course with material fee ........................................... $15.00 - 145.00

BIOLOGY
Each course with laboratory ............................................ 40.00

CHEMISTRY
Each course with laboratory ............................................ 70.00

EDUCATION
Physical Education Students
Equipment fee for each activity course ................................. 7.50
Activities Accident Policy—each quarter ............................. 4.50*

LIBERAL STUDIES
Each Scientific Inquiry course with laboratory ....................... 20.00-70.00

MUSIC
Locker fee ........................................................................ 7.00
Instrumental rental fee—each quarter .................................. 25.00

NURSING
Each course with laboratory ............................................... 20.00

PHYSICS
Each course with laboratory ............................................... 30.00

THE THEATRE SCHOOL
Locker, per quarter ....................................................... 5.00
Scripts and materials, per quarter ..................................... 5.00

*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 over 67 million dollars in financial aid, from all sources, during the 1996-97 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 118, Schmitt Academic Center, Lincoln Park Campus. Telephone inquiries can be made by calling (312) 362-8091.

WHERE TO GET FINANCIAL AID APPLICATIONS

Financial aid 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 Loan.

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

- Apply for admission to a degree or eligible certificate program.
- Complete the Free Application for Federal Student Aid (FAFSA), and either mail it to the Federal Student Aid Processing Center or transmit it electronically via the Internet (instructions can be found on the Office of Financial Aid website). Students should submit the FAFSA as soon as possible after January 1 to ensure timely processing.
- 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 federal income tax returns at a later date in order to receive a financial aid award. Students will be notified in writing if student and/or parent tax returns are required.
- New students will be considered for institutional assistance on a first-come, first-served basis. Returning students receiving institutional assistance must have their FAFSA on file with the University by May 1 in order to be considered for renewal of that assistance.

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 by completing the Free Application for Federal Student Aid (FAFSA). This form is available from high school counselors or the Financial Aid Office.

For the 1997-98 academic year the maximum Pell Grant is $2,700.

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
Co-sponsored by DePaul University and the federal government, 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)
Funded jointly by DePaul University and the federal government, this program provides jobs on-campus and off-campus for students demonstrating financial need. Students are normally employed for 15-20 hours per week. The hourly wage depends on the job and student's qualifications. Job listings are maintained in the Student Employment Office at each campus.

FEDERAL DIRECT LOAN PROGRAM
There are two types of Federal Direct Loans—subsidized and unsubsidized. Subsidized Federal Direct 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 Loans are not based on need. You may borrow the cost of education minus all other financial aid received, including any subsidized Federal Direct Loan, 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 principal is deferred until after you graduate or cease to be enrolled at least half-time.

Federal Direct Loan maximums vary according to academic level. Please see the tables below.

**Dependent Undergraduate Students**

<table>
<thead>
<tr>
<th>Dependent Undergraduates</th>
<th>Direct Loan Maximums</th>
</tr>
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<tbody>
<tr>
<td>Freshmen</td>
<td>$2625</td>
</tr>
<tr>
<td>Sophomores</td>
<td>$3500</td>
</tr>
<tr>
<td>Juniors</td>
<td>$5500</td>
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<tr>
<td>Seniors</td>
<td>$5500</td>
</tr>
</tbody>
</table>

Dependent undergraduate students may borrow the Federal Direct maximums (in subsidized, unsubsidized, or a combination) listed above.
Independent Undergraduate Students

<table>
<thead>
<tr>
<th>Independent Undergraduates</th>
<th>Subsidized Direct Loan Maximums</th>
<th>Total Direct Loan Eligibility (Subsidized and Unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
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</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 Loan up to the maximums indicated above, but may supplement their Federal Direct Loan borrowing with the unsubsidized Federal Direct Loan up to the amounts indicated (provided their cost of education minus other resources supports these 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 7.66%. Students who have borrowed previously through the Federal Direct 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 range in 1997-98 from $300 to $4,120 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 for three additional years. Unless otherwise indicated, contact the Office of Admission by December 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, Computer Science, 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 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.

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, which require the last 30 semester hours to have been completed at a community college. **Associate's Degree Transfer Scholarships**: For students who have a minimum cumulative grade point average of 3.5, 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 3.5 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 3.5 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 3.5 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 College of Commerce, School of Music, The Theatre School, the Athletic department, and University Ministry. 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 August to April with payments due the 15th 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 15th, and the current outstanding balance.

Students are urged to apply early. To participate in the nine-month program, applications must be received by the Accounts Receivable Office no later than July 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 15th, and the last payment due March 15th.

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) 362-8480, 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>
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</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 28, 1998</td>
<td>January 15, 1999</td>
</tr>
<tr>
<td>(one time application)</td>
<td></td>
<td>April 16, 1999</td>
</tr>
<tr>
<td>Fall quarter</td>
<td>Friday, August 28, 1998</td>
<td>July 9, 1999</td>
</tr>
<tr>
<td>Winter quarter</td>
<td>Friday, December 4, 1998</td>
<td>September 10, 1999</td>
</tr>
<tr>
<td>Spring quarter</td>
<td>Friday, March 12, 1999</td>
<td></td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Friday, June 4, 1999</td>
<td></td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Friday, July 9, 1999</td>
<td></td>
</tr>
</tbody>
</table>
If mailing the applications, remember to include the fee. The University does not accept responsibility for delays in the U.S. Postal System.

For information about the Payment Plan for Employer Reimbursement, call the Accounts Receivable office at (312) 362-8379.

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, and maintains links to several scholarship search databases on its Internet website.

GENERAL INFORMATION

This bulletin does not constitute a contract between the student and the University. Every effort has been made to provide students with complete and accurate and firm information. However, the University reserves the right to change programs, courses and requirements, and to modify, amend or revoke any rules, regulations or financial schedules. The student will fulfill the graduation requirements listed in the college bulletin in effect at the time of acceptance as a degree-seeking student. A readmitted student will fulfill the requirements in the bulletin 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 familiar with these policies.

Promptness is expected of a student for all regular class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.
EXAMINATIONS
All courses require periodic evaluations of the student's performance. At approximately the mid-point of a course the instructor is to inform students formally of their academic progress in the course. Normally each course will have a final examination.

Make-up examinations are held on scheduled calendar dates. Applications for make-up examinations must be filed in the student's College or School office three weeks prior to the scheduled date. A fee of $10.00 is charged for each scheduled make-up examination. A fee of $20.00 is charged for an examination taken at any time other than the scheduled dates. The instructor has the option of accepting or rejecting the application for a make-up examination.

PLAGIARISM
Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University.

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 should 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. Enrollment certification is provided 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 Offices.

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

- A student may audit a course only with permission of his or her advisor or college or school office. 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.

- 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 his or her college or school office prior to registration at the institution.

- 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 NROL 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.
F,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 X</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 X</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 X</td>
<td>4</td>
<td>13.2</td>
</tr>
<tr>
<td>B</td>
<td>3.0 X</td>
<td>4</td>
<td>12.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 X</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 X</td>
<td>4</td>
<td>9.2</td>
</tr>
<tr>
<td>C</td>
<td>2.0 X</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 X</td>
<td>4</td>
<td>6.8</td>
</tr>
<tr>
<td>D+</td>
<td>1.3 X</td>
<td>4</td>
<td>5.2</td>
</tr>
<tr>
<td>D</td>
<td>1.0 X</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>F,FX</td>
<td>0.0 X</td>
<td>4</td>
<td>0.0</td>
</tr>
</tbody>
</table>

W, IN, 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 his or her college or school office 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. Courses taken to meet Liberal Studies requirements as well as courses taken to meet the requirements of a student's major, minor or allied fields of concentration may not be taken pass/fail. In addition, courses offered through the Writing, Reading and Computation department 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.

A student must apply for the elective option through his or her home college or school 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 Admission 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 readmission 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 424.)

GRADUATION WITH HONORS

The distinction “with highest honor” is conferred upon students who have demonstrated rare scholastic ability by obtaining a 3.85 grade point average.

The distinction “with high honor” is conferred upon students who have demonstrated definitely superior ability by obtaining a 3.7 grade point average.

The distinction “with honor” is conferred upon students who have maintained a 3.5 grade point average.

An undergraduate student who has entered DePaul with previous academic credit will be considered for graduation with honor if the following conditions are met:

1. The student must first have earned the minimum of a 3.5 cumulative grade point average for course work taken at DePaul 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; (6) through the School for New Learning; or (7) through The Theatre School, in Acting, Directing, Costume Design, Lighting Design, Scenic Design.

Doctoral Degree programs are offered through the College of Liberal Arts and Sciences in Philosophy, and Psychology, through the School of Education and through the School of Computer Science, Telecommunications and Information Systems in Computer Science.
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Barbara Schaffer

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(773) 325-7917
John R. Watts
Dean

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Stuart Center, 2nd Floor,
Lewis Center, Room 1465
(312) 362-8515
Dr. Robert A. Ludwig
Director
Information regarding registration is published in the University Class Schedules.

**AUTUMN**

**SEPTEMBER 4**  
**SEPTEMBER 7**  
**SEPTEMBER 9**  
**SEPTEMBER 25**  
**OCTOBER 2**  
**OCTOBER 7-13**  
**OCTOBER 30**  
**NOVEMBER 17**  
**NOVEMBER 18-24**  
**NOVEMBER 19-25**  
**NOVEMBER 25**  
**NOVEMBER 25-39**  
**DECEMBER 11**

**FRIDAY.** Autumn quarter tuition payment date.

**MONDAY.** Labor Day.

**WEDNESDAY.** Autumn quarter classes begin.

**FRIDAY.** Last date to apply for pass/fail option.

**FRIDAY.** Last day to change to auditor status.

**WEDNESDAY-THURSDAY.** Optional mid-term week.

**FRIDAY.** Last date to withdraw from class.

**TUESDAY.** End Autumn classes.

**WEDNESDAY-TUESDAY.** Final examinations for Autumn evening classes.

**THURSDAY-WEDNESDAY.** Final examinations for Autumn day classes.

**WEDNESDAY.** Autumn quarter ends.

**WEDNESDAY evening-SUNDAY.** Thanksgiving holiday.

**FRIDAY.** Winter quarter tuition payment date.

**WINTER**

**JANUARY 4**  
**JANUARY 5**  
**JANUARY 15**  
**JANUARY 22**  
**FEBRUARY 2-8**  
**FEBRUARY 19**  
**MARCH 12**  
**MARCH 13**  
**MARCH 15-20**  
**MARCH 19**  
**MARCH 20**

**MONDAY.** Winter quarter evening classes begin.

**TUESDAY.** Winter quarter day classes begin.

**FRIDAY.** Last date to apply for pass/fail option.

**FRIDAY.** Last day to change to auditor status.

**TUESDAY-MONDAY.** Optional mid-term week.

**FRIDAY.** Last date to withdraw from classes.

**FRIDAY.** Winter quarter evening classes end.

**SATURDAY.** Winter quarter day classes end.

**MONDAY-SATURDAY.** Final examinations for Winter day and evening classes.

**FRIDAY.** Spring quarter tuition payment date.

**SATURDAY.** Winter quarter ends.
**SPRING**

**MARCH 27**
Saturday. Spring quarter Saturday classes begin.

**MARCH 29**
Monday. Spring quarter day and evening classes begin.

**APRIL 2-4**
Friday-Sunday. Easter holiday–no classes.

**APRIL 9**
Friday. Last date to apply for pass/fail option.

**APRIL 16**
Friday. Last day to change to auditor status.

**APRIL 26-30**
Monday-Friday. Optional mid-term week.

**MAY 14**
Friday. Last date to withdraw from classes.

**MAY 31**
Monday. Memorial day holiday–no classes.

**JUNE 4**
Friday. End Spring classes.

**JUNE 5-11**
Saturday-Friday. Final examinations for Spring classes.

**JUNE 11**
Friday. Summer I tuition payment date. Spring Quarter ends.

**JUNE 12-13**
Saturday-Sunday. Commencement.

**SUMMER**

**JUNE 14**
Monday. First Summer Session begins.

**JULY 4-5**

**JULY 16**
Friday. Summer II tuition payment date.

**JULY 19**
Monday. First Summer Session ends.

**JULY 21**
Wednesday. Second Summer Session begins.

**AUGUST 24**
Tuesday. Second Summer Session ends.
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