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General Information

Catalog Version

Undergraduate Course Descriptions ▸ General Information ▸ Catalog Version

* Undergraduate Version updated April 15, 2007 *

Please use the menu items to the left for current catalog navigation. Access archived catalogs by choosing the link to the right.
ACC 101
INTRODUCTION TO ACCOUNTING I (PREREQS.: MAT 130/SOPH STNDG/ASSESSMENT TEST)
Introduction to Accounting I, provides an introduction to financial accounting as the means of recording, storing and summarizing economic events of the business enterprise to meet external reporting needs. Emphasis is placed on the preparation and analysis of financial statements and other financial reports to the public based on the accounting equation, accrual accounting concepts, and data gathering techniques. Topics include corporate accounting for current and long-term assets and current liabilities, and the corporate income statement. PREREQUISITE(S): MAT 130 or equivalent and adequate performance on the University Assessment tests in reading, writing, and mathematics. Incoming freshmen, unless participating in the Eldred C. Strobel Scholars Program, may not enroll in this course. Sophomore standing required.

ACC 102
INTRODUCTION TO ACCOUNTING II (PREREQ.: ACC 101 & SOPH. STANDING)
Introduction to Accounting II, a companion and sequel course to Accounting 101, continues to explore basic accounting fundamentals and concepts. The course provides an introduction to managerial accounting and internal reporting. Topics include financial accounting for long-term liabilities, the components of stockholders equity, the statement of cash flows, financial statement analysis, budgeting and variance analysis, job costing for the service sector and cost analysis for decision-making. PREREQUISITE(S): ACC 101 Introduction to Accounting I and sophomore standing.

ACC 202
QUANTITATIVE METHODS FOR ACCOUNTING (PREREQ: BMS 142/ EQUIV/ STROBEL & ACC 101 & ACC 102
Quantitative Methods for Accounting, provides a foundation in quantitative skills used in later course work and as an accounting professional. PREREQUISITE(S): BMS 142 or equivalent, or acceptance into Strobel Honors Program AND ACC 101 & ACC 102.

ACC 300
BUSINESS PROCESSES, INFORMATION SYSTEMS AND CONTROL (PREREQUISITE: ACC 102)
Business Processes, Information Systems and Control provides an understanding of the major business processes and how these are supported by information technology and controls. Emphasis is placed on the study and assessment of existing processes, information systems and controls. PREREQUISITE(S): ACC 102 Introduction to Accounting II.

ACC 303
MANAGERIAL ACCOUNTING (PREREQ: ACC 102)
Managerial Accounting provides a thorough grounding in manufacturing accounting, cost allocation techniques, and the evaluation of management control systems. Students will examine manufacturing cost systems including job order costing, process costing, and activity-based costing. Tools for management control systems will be covered to enable the student to evaluate and compare various systems. PREREQUISITE(S): ACC 102 Introduction to Accounting II.

ACC 304
FINANCIAL REPORTING I (PREREQUISITE(S): ACC 300) (FORMERLY INTERMEDIATE THEORY I)
Financial Reporting I includes a study of U.S. and international accounting standards, the concepts of accounting and basic financial statements. Accounting for cash, receivables, inventories, depreciable assets and current liabilities will also be examined. PREREQUISITE(S): ACC 300

ACC 305
FINANCIAL REPORTING II (PREREQUISITE(S): ACC 304) (FORMERLY INTERMEDIATE THEORY II)
Financial Reporting II focuses on researching accounting issues, revenue recognition and financial statement analysis. The course also provides an understanding of complex issues such as accounting for investments,
Financial reporting courses cover a wide range of topics, including accounting for investments, long-term liabilities, derivatives, contributed capital, retained earnings, and earnings per share. These courses are designed to provide an understanding of complex issues in financial accounting.

ACC 306  
FINANCIAL REPORTING III (PREREQUISITE: ACC 305)  
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 cashflows (advanced), and full disclosure, if time permits. Selected spreadsheet applications will be introduced through homework assignments. PREREQUISITE(S): ACC 305

ACC 307  
FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS (PREREQ: ACC 101, 102 & FINANCE HONORS STUDENT)  
Financial Reporting I includes a study of U.S. and international accounting standards, the concepts of accounting and basic financial statements. Accounting for cash, receivables, inventories, depreciable assets and investments will also be examined. This course takes a user of financial statements, rather than a preparer of financial statements, point of view. PREREQUISITE(S): ACC 101, ACC 102 & ACCEPTANCE INTO FINANCE HONORS PROGRAM

ACC 308  
ADVANCED FINANCIAL ACCOUNTING (PREREQUISITE: ACC 305)  
Advanced Financial Accounting focuses on accounting for multi-corporate entities 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(S): ACC 305

ACC 309  
FINANCIAL REPORTING II FOR FINANCE HONORS STUDENTS  
PREREQUISITES: ACC 307 OR EQUIV, FIN HON STUDENT  
Financial Reporting II focuses on researching accounting issues, revenue recognition and financial statement analysis. The course also provides an understanding of complex issues such as accounting for investments, long-term liabilities, derivatives, contributed capital, retained earnings and earnings per share. PREREQUISITE(S): ACC 307 OR EQUIVALENT, ACCEPTANCE INTO FINANCE HONORS PROGRAM

ACC 350  
INFORMATION FOR DECISION MAKING  
PREREQUISITE(S): ACC 303, 305 AND 360 OR STROBEL STUDENT  
Information for Decision-Making emphasizes the linkage between the value chain, business processes, and activities with an overall theme of business process management. As an information professional, the accountant needs to be well-versed in decision-making tools and interfacing with the information system. Students should leave this course with an understanding of database structure and the skills to correctly design and query such systems to obtain relevant information. This course should provide an integration of issues across financial accounting, management accounting, taxation, audit and information systems. PREREQUISITE(S): ACC 303, ACC 305, and ACC 360 or Strobel Honors student.

ACC 360  
TAXATION I  
PREREQ: ACC 304  
Taxation I investigates the basic provisions of the Internal Revenue Code as they relate to the determination and taxation of income, focusing primarily on business entities. The course also includes an introduction to tax research, an exposure to professional standards and the role of taxation in the business decision-making process. PREREQUISITE(S): ACC 304 Financial Reporting I.

ACC 364  
CPA REVIEW: REGULATION  
This section reviews knowledge of federal taxation, ethics, professional and legal responsibilities, and business law, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also incorporate one class session of a database simulation.

ACC 365  
CPA REVIEW: AUDIT/ATTESTATION  
This section reviews knowledge of auditing procedures, generally accepted auditing procedures, generally accepted auditing standards and other standards related to attest engagements, and the skills needed to apply that knowledge in those engagements in preparation for the Illinois CPA Examination. This course will also incorporate one class session of a database simulation.
ACC 366
CPA REVIEW: FINANCIAL ACCOUNTING AND REPORTING
This section reviews knowledge of generally accepted accounting principles for business enterprises, not-for-profit organizations, and governmental entities, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also incorporate one class session of a database simulation.

ACC 367
CPA REVIEW: BUSINESS ENVIRONMENT AND CONCEPTS
This section reviews knowledge of the general business environment and business concepts that candidates need to know in order to understand the underlying business reasons for and accounting implications of business transactions, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also incorporate one class session of a database simulation.

ACC 372
AUDIT AND OTHER ASSURANCE SERVICES I (PREREQ: ACC 305)
Audit and Other Assurance Services I provides a conceptual introduction to the nature and value of assurance services. The course examines the organization of the accounting profession, professional ethics, and legal responsibilities. It covers financial, compliance, and operational audits by external and internal auditors. The course also investigates generally accepted auditing standards, international auditing standards and the U.S. securities laws. PREREQUISITE(S): ACC 305.

ACC 374
AUDIT AND OTHER ASSURANCE SERVICES II (PREREQ: ACC 372)
Audit and Other Assurance Services II, a companion and sequel to Accounting 372, emphasizes the implementation of auditing and attestation standards through the integration of computer software, sampling and other techniques. Emphasis is placed on the collection and evaluation of evidence. PREREQUISITE(S): ACC 372.

ACC 380
TREATMENT OF INDIVIDUALS AND PROPERTY (PREREQ: ACC 360 OR STROBEL STUDENT)
Treatment of Individuals and Property 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. PREREQUISITE(S): ACC 360 or Strobel Honors student.

ACC 383
TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS (PREREQ: ACC 360)
Tax Treatment of Corporations and Partnerships is a 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(S): ACC 360

ACC 393
INTERNSHIP IN ACCOUNTANCY (JR YR EXPERIENTIAL LEARNING)
Internship in Accountancy provides students with academically supervised work experiences, improving linkages between classroom efforts and the business world. Students obtain valuable professional experience and begin the process of networking with area businesses and professionals.

ACC 396
INTERNAL AND EXTERNAL CONSULTING (PREREQS: ACC 303, ACC 305 AND ACC 360 OR STROBEL STUDENT)
Internal and External Consulting focuses on the management consulting process as a creative problem solving process where the objective is to provide measurable value to internal and external clients. The course uses a strategic business perspective and integrates and synthesizes all functional business areas. Real world case studies are used to demonstrate the consulting process. The ultimate objective of the course is to enable students to serve as effective consultants to internal and external clients. Practitioner Associates will participate in the delivery of the course to examine specific consulting skills or technical consulting applications. The course emphasizes teamwork, group reports and presentations. PREREQUISITE(S): ACC 303, ACC 305 and ACC 360 or Strobel Honors student.

ACC 398
SPECIAL TOPICS (PREREQ(S): ACC 102)
Special Topics courses provide in-depth study of current issues in accountancy. Content and format of this course are variable. Subject matter will be indicated in class schedule. PREREQUISITE(S): ACC 102.
ACC 399
INDEPENDENT STUDY (PREREQUISITE: WRITTEN PERMISSION)
Independent Study is available to students of demonstrated capability for intensive independent work in
accountancy. PREREQUISITE(S): Written permission of supervising faculty member, chair and director of
undergraduate programs is required prior to registration.

African & Black Diaspora Studies

Undergraduate Course Descriptions • A • African & Black Diaspora Studies

African & Black Diaspora Studies

ABD 100
INTRODUCTION TO AFRICAN AND THE BLACK DIASPORA STUDIES
The objective of the course is two-fold: first, to introduce students to African and Black Diaspora Studies as a
scholarly field rooted in a tripartite intellectual tradition (Africa, Pan-African, and African American Studies)
and second, to ground the history of the field in the investigation of problems raised in African and Black
diasporic public spheres. The course will show how the field formulates and investigates questions designed
to critique existing knowledges and to expand knowledges in the interests of Black peoples.

ABD 144
AFRICAN RELIGIOUS EXPERIENCE [XLSTD AS REL 144] [RD:RT]
A survey of the varieties of African religious practice and thought. Cross-listed as REL 144.

ABD 200
AFRICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
This is an introductory survey course on African politics. The organizing topic and focus of the course will be
Africa's experience with democratic governance, especially its continuing vigor and popular appeal on the
continent despite its elusive character. Our goal in this course is to gain a deeper understanding and
appreciation of Africa: its rich political tradition, incredible diversity, its contradictions, achievements and
failings. The objective is to be able to ask better questions, and develop some insights about why democracy,
self-sustaining economic growth, equity and social justice have been so difficult to accomplish and sustain in
the region.

ABD 206
AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
This course has two objectives. First, to introduce the student to the study of peoples of African descent in the
Caribbean and Latin American through lenses of history, politics, and culture. Second, to introduce students to
the methods and knowledges of the field of Latin America Studies to enable students to pursue further
research.

ABD 208
AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
The objective of the course is to introduce the student to the history of the field of African American Studies.
The course will be organized around two inquiries central to the field. First, the study the nature and quality of
the connections between Africans in the diaspora, particularly in the United States, with the cultures and
histories of Africans on the continent. Second, to study the ways in African Americans have developed an
specific consciousness of being of African descent. These two inquiries will be examined in their cultural,
economic, geographical, historical, philosophical and political contexts. This course will also place the field of
African American studies within the context of its formation. Although the pioneering programs and
departments were incorporated into college and university curriculums in the late 1960's and early 1970's

ABD 210
AFRICA ON FILM
Africa is a continent with a rich and growing repertoire of film. This course explores this repertoire, focusing
primarily on films made about Africa by filmmakers of African descent. This class will feature fiction and non-
primarily on films made about Africa by filmmakers of African descent. This class will feature fiction and non-fiction films (full-length and shorts) by well-known filmmakers of African descent. In addition to screenings, students will read essays that illuminate the background necessary to intelligently interpret and critique film. Topics for discussion include the funding, distribution, and presentation of African Films as well as modes of criticism appropriate to film made by Africans and the relation filmmaking to history. Film directors include Souleymane Cisse, Bassek ba Kobhio, Jean-Marie Teno, Djibril Dio Mambety, Mohamad Camara, and Ousmane Sembene.

ABD 211
AFRICA TO 1800: AGE OF EMPIRES [CROSS-LISTED W/HST 227]
A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires.

ABD 212
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 cultural competence. Critiques stereotypes and increases cultural sensitivity.

ABD 214
ARCHEOLOGY OF THE AFRICAN DIASPORA
Africans have been on the move since the dawn of humanity. Archaeology is one discipline that can inform us about the presence and influence of Africans throughout the world, beginning with our hominid ancestors and continuing through the 20th century. Prior experience with archaeology is not required. Topics include: the evolution and development of our species; migrations within the African continent and abroad; and the cultural insights to be gained from the rapidly-growing field of African-American archaeology.

ABD 215
THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE [RD:RT]
This course will examine the religious experience of African Americans and its African precursors through historical and literary resources, reflecting African Americans' distinctive past and interaction with other elements of American culture.

ABD 218
AFRICAN AMERICAN POLITICS
This course explores the evolution of African-American political participation from the mid-1800's to the present. Topical areas include black political leadership and involvement in social movements (including abolitionism, nationalism, civil rights and the black power movements), electoral politics, political parties, urban politics, public policies, political culture, and as elected officials. Special attention will also be given to the influence of laws and the courts on African-Americans' political participation.

ABD 220
BLACKS AND LOVE
This course employs cultural criticism, race and ethnic studies, and women's and gender studies to examine the visual representations of blacks and love in art, film, and literature. The course begins by examining the construction of race in eighteenth, nineteenth, and early twentieth-century European and American philosophy and body politic and with an examination of art, art history, film, and literature. Section two explores the definition of love; it examines Christian definitions of love as well as secular definitions from black intellectuals, cultural critics, and scholars. Section three examines a range of genres in search of progressive, transformative, positive images that depict blacks in loving relationships, rediscovering what it means to love oneself and others in spite of/because of our human differences (in race/ethnicity, gender, class, sexuality).

ABD 231
PHILOSOPHY AND THE QUESTION OF RACE
A philosophical inquiry into history of the concept of race.

ABD 233
SURVEY OF AFRICAN DIASTRIC INTELLECTUAL THOUGHT
This survey course examines the philosophical and critical thought from African American, Caribbean, and African philosophers, feminists, political, and radical intellectuals. The thinkers to be studied include, but are not limited to, Du Bois, Garvey, James, Lamming, Williams, Senghor, Fanon, Hodge, Wynter, Lorde, Soyinka, hooks, Emecheta, and Conde.
SURVEY OF BLACK AESTHETIC THOUGHT
This survey course examines the history of the aesthetic thought that has emerged from the minds of Black creative intellectuals in the United States and globally. Figures to be examined might include: Du Bois, Locke, Hughes, Johnson, Hurston, James, Baraka, Piper, hooks, Julien, Mercer, and Wallace.

ABD 235
HARLEM RENAISSANCE AND NEGRITUDE
This interdisciplinary course will examine the diasporic literary and cultural movements known as the Harlem (or New Negro) Renaissance and the Negritude Movement in literature, music, and visual arts. Specific attention will be given to the historical, economic, and political aspects which helped to form these movements. Figures to be examined include: Du Bois, Hughes, Locke, Larsen, Douglas, Cullen, Cesaire, Damas and Senghor.

ABD 239
PHILOSOPHIES OF AFRICA [CROSS-LISTED WITH PHL 239]
A study of the patterns of philosophical thinking form the African continent. Cross-listed with PHL 239.

ABD 241
RELIGIOUS DIMENSIONS OF THE AFRICAN DIASPORA
This course explores the dynamics of African religions throughout the Diaspora and the Atlantic world. It will pay particular attention to the variety of historical experiences and sacred institutions of those of African descent. Questions of the course include: how were these religions and their communities created?; how have they survived?; and how are African-based traditions perpetuated through ritual, song, dance, drumming, and healing practices? Specific attention will be given to one or more of the following: Yoruba religion and its New World offspring, Santeria, Voodoo and Candomble; Africanisms in American religion; gospel music; Islam; urban religions; and/or Vodun and Voodoo.

ABD 244
AFRICAN WOMEN WRITERS
This course examines fiction and criticism with the purpose of studying how African woman configure themselves in literature and how they (re)define feminist theory. Authors to be studied include include: El Saadawi, Emecheta, Alkali, Nzapa, Head, Ngcobo Lessing; Gordimer; Aidoo; Ba, and Joyce.

ABD 245
RACE AND ETHNICITY IN LITERARY STUDIES
This course examines various ways in which race is constructed and, concurrently, how race as a “fiction” operates in literary studies. Literature presents and explores the ways in which the world is viewed and experienced by individuals in a particular society or social group. Since literature provides unique insights into different historical and cultural movements, studying how race is understood and deployed (explicitly and implicitly) in a text provides a powerful way to examine the fluidity of race and to compare how it is understood in different parts of the Black diaspora.

ABD 246
SURVEY OF AFRICAN ART (CROSS-LISTED W/ ART 246)
This course surveys the various traditions and conventions in African art form from the ancient period through the present. The course will analyze formal variations and developments in art as well as the social historical contexts for art making. Select sections of the course will offer a comparative view of Oceanic art.

ABD 249
JAZZ AND THE DIASPORIC IMAGINATION
This course will examine the role jazz has played in the cultural imaginations of peoples across the African Diaspora. What does jazz symbolize for authors and artists, and how have they adapted jazz to fit their own aesthetic, ideological, and political needs? How has it been used to influence poetry, drama, visual art, film, fiction, and dance? What are the different ways in which ‘jazz’ (itself a problematic and multifaceted term) has been manipulated? Figures to be examined might include: Amiri Baraka, Kamau Brathwaite, Sonia Sanchez, Romare Bearden, Allen Ginsberg, Albert Murray, Langston Hughes, Ralph Ellison, Nicholas Guillen and Bob Kaufman.

ABD 250
CARIBBEAN MUSIC AND IDENTITIES
In the Caribbean, music is tied to national identity: Jamaican reggae, Puerto Rican bomba and plena, Haitian compass, Brazilian samba, Dominican merengue. But how did a Cuban rhythm derived from the Kongo become thought of as a Spanish habanera? How did a related Kongo-derived rhythm popularized by Cuban
sailors become the Argentine tango? By exploring genres of Caribbean music, we will learn about human and
cultural migrations in the Caribbean, and the tremendous influence of music in national identity. Focus will be on African-derived forms in Cuba.

ABD 251
WORLD REFUGEE CRISIS [CROSS-LISTED W/HST 241]
This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, 'environmental' refugees, protection and integration, refugee children, and conflict resolutions in post-war societies.

ABD 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 pre-colonial era to the contemporary period.

ABD 260
DIMENSIONS OF BLACK FAMILY LIFE
This course will introduce students to the study of Black family life in Africa and its Diaspora. Special attention will be given to the ways in which values and patterns of living and thought are communicated across generations (time) and transported across geography (space).

ABD 272
MUSLIM WOMEN IN TEXTS
This course aims to examine texts written on Muslim women by themselves, by non-Muslim women and by Muslim men. Several questions are raised by the subject itself. One such question focuses on what is intrinsically Islamic with respect to ideas about women and gender. Another question centers on what is the model Muslim woman given the diversity of cultural manifestations of Islam. This course emerges from these questions and others exploring who is writing what about Muslim women, for what audience.

ABD 274
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.

ABD 275
AFRICAN AMERICAN POPULAR CULTURE
History, development, and social context of African American popular culture. Texts to be critiqued come from music, television, fiction, games, humor, sport, and/or radio.

ABD 290
SPECIAL TOPICS
This course, which varies from quarter to quarter, explores issues stemming from our being gendered and racialized subjects and examines the values underlying a variety of issues.

ABD 291
BLACK METROPOLIS I: 1890-1950
This course is part of a longitudinal research project titled The Black Metropolis: The Last Half-Century. The Black Metropolis Project (BMP) is an effort to examine changes in the original 'black belt' of Chicago since the publication of St. Clair Drake and Horace Cayton's monumental study of the Black Metropolis (1945). The BMP is part of a yearlong course sequence that offers a platform of three interrelated chronological time periods: 1890-1945 Black Metropolis I, 1945-1975 Black Metropolis II, and the period 1975- to the present Black Metropolis III. Through historical and contemporary readings, class discussions, student exercises and training, field experiences and student cooperative service learning activities the course will examine key events, circumstances, and situations.

ABD 303
THEMES IN AFRICAN DIASPORA
Where is Africa? In Spain, Africa is said to "begin in the Pyrenees"; in Italy, to begin in Naples. Recent scholarship argues that Africa is not limited to geography, but is found in the traditions and identities of many Caribbean peoples. After reviewing models of how Africa has been conceived of by Europeans from antiquity
to the present, we will examine how Africans and their descendants have resisted these definitions, or used them, while struggling for self-determination. Topics include the cultural impact of Africans in Europe; ethnic identity of Africans in the Caribbean; organized resistance to American slavery; and Pan-Africanism.

ABD 305
PAN-AFRICANISM
The upper level course will interrogate the often ambivalent place of Africa in the imaginations, cultures and politics of people in the African diaspora. We will examine the contributions of African, African-American and Caribbean intellectuals, including W.E.B. DuBois, C.L.R. James and Walter Rodney, in the formation of diasporic movements and Pan-African thought. We will ask, to what degree was the ideology of Pan-Africanism and the iconography of Africa employed to mobilize masses of black people around local and domestic issues? How important has a consciousness of Africa been to the construction of cultural identities in the diaspora, and how have class, gender, and race shaped or constrained those identities? Our goal is to develop further insights into the ways in which people of the African diaspora have continually reinvented and imagined the home of their ancestors, in turn reinventing and imaging themselves.

ABD 320
AFRICAN AMERICAN SCIENCE FICTION
This course studies the science fiction by Black writers as well as critical responses to these novels and writers. The course explores the treatment of gender, oppression and empowerment, historical implications (past, present, future) of the middle passage, chattel slavery, and the struggle for freedom.

ABD 345
THE LITERATURE OF IDENTITY
Cross-Cultural Study of self-discovery and identity as manifested in the literatures of self-awareness and self-definition. Authors to be studied include: Michael Anthony, Frantz Fanon, Jamaica Kincaid, George Lamming, V. S. Naipaul, and Jane Rhys.

ABD 351
RECONSTRUCTION AND THE RISE OF JIM CROW [PREREQ: HST 199/CONSENT INSTRUCT] [CROSS-LISTED W/HST 379]
Covers the problems of reunion between the North and the South after the Civil War, including the struggle for African-Americans' civil and political rights, the transition to a free labor economy in the South, and the eventual end of reconstruction and establishment of racial segregation in the South and the nation. Prerequisite: HST 199 or consent of instructor.

ABD 365
CONSTITUTIONAL HISTORY OF VOTING RIGHTS
This course explores the struggles of African Americans and women, as individuals who were excluded from the franchise on the basis of their being an African American, a woman, or both, to gain access to the ballot. The relation of women and African Americans to the ballot is worthy of investigation for two reasons. First, with the exception of 18 year olds, women and Black Americans are the two groups who have required amendments to the Constitution to secure their right to vote. Second, they share a history, often contentious, of political struggle. In addition, the course will investigate what this history of political struggle can tell us about American law, politics, and society.

ABD 369
TOPICS IN PUBLIC LAW
This course engages the research and analyses in the field of public law - how do political scientists, public policy analysts and others develop informed public policy and law. Topics vary from year to year.

ABD 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.

ABD 371
AFRICAN-AMERICAN FICTION [CROSS-LISTED W/ENG 371]
Selected novels and short fiction by twentieth-century African-American writers.

ABD 372
AFRICAN AMERICAN DRAMA AND POETRY
Survey of Black poetry and drama from 1865 to the present.
ABD 373
TOPICS IN AFRICAN AMERICAN POETRY 1940-1960
African-American Poetry 1940 - 1960

ABD 375
REPRESENTATION OF AFRICAN AMERICANS IN MEDIA
A media analysis course that will analyze media coverage of African Americans from the 19th century to the present. Through lectures, guest speakers, readings and research, students will probe the ways in which the media has influenced and dictate the perceptions and destinies of African Americans, as well as its impact on America's ongoing challenge, as W.E. DuBois put it more than a century ago, to "conquer the color line."

ABD 379
BLACK FEMINIST THEORY
This course engages with the multiple versions of woman-centered theory and practice developed in the writings; activism, and other creative work of Black, particularly African American women, from the mid-nineteenth century to the twenty-first. While not all of these theorists would use the word <<feminist>> all have in common the aim of empowering women's lives, advocating for women for equal economic, political, and cultural access.

ABD 380
TOPICS IN AMERICAN STUDIES
Representative texts, artifacts, cultural values in African American historical and contemporary perspective.

ABD 391
CAPSTONE
This senior seminar engages students in a synthesis of what they have learned through coursework. The capstone course will involve reading, writing, discussion, as well as the preparation by students of a substantive piece of work (e.g., a senior thesis, a research paper, or a creative work.)

ABD 399
INDEPENDENT STUDY  [PREREQ(S): PERMISSION]
Independent study. Variable credit. Prerequisite(s): permission required.

American Sign Language

American Studies
AMS 150
PERSPECTIVES ON AMERICA (SELF, SOCIETY AND THE MODERN WORLD)
This course explores a variety of perspectives on what it means to be an American in the modern world, looking through polarities such as: 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.

AMS 200
INTRODUCTION TO AMERICAN SOCIAL HISTORY AND CULTURE [UP:NA]
This course will provide an overview of American History designed to provide a one-quarter overview of American history and culture. It will provide an overview of the central themes of American History from the colonial period to the present with a focus on social, popular, and cultural history.

AMS 201
AMERICAN EXPERIENCE I: TO 1860 (PREREQ(S): AMS 200 OR ONE US HST CRS FROM HST 280/281/282 OR EQUIV)
The first of two paired courses that form the American Studies Program core. The course combines "how you do American Studies" with clusters of readings and projects centered on the era. Courses use multiple methodologies, primary sources, a range of texts, material and visual culture to look at competing themes and diverse voices that form the American experience. PREREQUISITE(S): AMS 200 or one U.S. History course from the HST 280/281/282 sequence or AP US History credit or SAT II US History scores (submitted to DePaul) of 650 or higher.

AMS 202
AMERICAN EXPERIENCE II (PREREQ(S): AMS 200 OR ONE US HIST COURSE FROM HST 280/281/282 OR EQUIVALENT)
The second of two paired courses that form the American Studies Program core. Continues goals and approaches of AMS 201, for the era following 1860. AMS 201 & 202 are taught by pairs of faculty from the American Studies Program Committee. The courses should be taken in sequence in the same academic year, if at all possible. PREREQUISITE(S): AMS 200 or at least one U.S. History course from the HST 280/281/282 sequence or AP US History credit or SAT II US History scores (submitted to DePaul) of 650 or higher.

AMS 220
AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY [RD:RT]
This course critically analyzes the origins Buddhism in the United States in order to fully understand how and why Buddhism has flourished in Asian and White American communities, and to understand the conflict and controversy surrounding the racial dynamics of religious choice.

AMS 250
IN THEIR OWN VOICES: AMERICAN AUTOBIOGRAPHY
This course presents a range of American autobiographies, from different places and from times ranging from Colonial to modern. The selected authors represent varying backgrounds and races.

AMS 260
THREE CULTURES OF EARLY AMERICA [UP:NA]
This course will focus on the origins of American identity through the voices of three early American peoples: Native Americans, Europeans, and Africans. We will examine these peoples not as isolated groups, but will focus on how their interaction formed and shaped early American society.

AMS 261
AMERICAN ETHNICITIES 1800-1945 [UP:NA]
This course will be an exploration of the development of American ethnic communities and identities in the 19th and early 20th centuries. Students will examine the American experience through the lens of ethnic groups and racialized ethnic populations and consider how ethnicity has shaped and influenced American history. We will study the experiences of American ethnic groups based on historical, social, and political factors such as immigration and citizenship, slavery and racialization, gender and patriarchy, religion and family, and the relationships between and among ethnic groups.

AMS 265
CONTESTED FRONTIERS: NATIVES & STRANGERS IN CALIFORNIA & HAWAII
This course will examine the nature of American identity in the west. Hawai'i and California represent the extreme edge of the American frontier. The focus will be on the shifting meanings of "native" and "stranger:"

How did the status of indigenous peoples foster a sense of identity and place for migrants? How did immigrants understand their role in the political economy? How did racial discourses on the frontier shape the shifting definitions of citizenship? How did race effect America's ambivalent approach to imperialism?

AMS 270
GAY AND LESBIAN AMERICA FROM THE FORTIES TO THE NINETIES
This course offers a multicultural account of the social, political, and artistic transformation of the gay and lesbian community from World War II to today.

AMS 275
HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY [UP:NA]
This course will provide an overview of the history of American sexuality from the colonial period to the late 19th century.

AMS 276
HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT [UP:NA]
This course will provide an overview of the history of American sexuality from the late nineteenth century to the present.

AMS 290
AMERICAN VOICES I: TO 1860 (ARTS AND LITERATURE) (PREREQ(S): ENG 104 OR HON 101)
Part one of a two course sequence, this course provides an integrated, multidisciplinary view of American culture and ideas, addressing the questions: "What is America? What does it mean to be an American?" The courses are focused on primary sources, mostly first person narratives and fiction, developing methods for analyzing and interpreting these sources. Students write a series of papers on the narratives; students taking the two course sequence substitute a research paper for some of the narratives papers in the second course, American Voices II. PREREQUISITE(S): ENG 104 or HON 101

AMS 291
AMERICAN VOICES II: FROM 1860 (ARTS AND LITERATURE) (PREREQ(S): ENG 104 OR HON 101)
Part two of a two course sequence, this course continues the approach and method of American Voices I. PREREQUISITE(S): ENG 104 or HON 101

AMS 295
SPECIAL TOPICS IN AMERICAN STUDIES
Special Topics in American Studies. Consult schedule for topic.

AMS 298
AMERICAN STUDIES ABROAD
American Studies course offered through the Study Abroad program.

AMS 300
DOMESTIC STUDIES (JR YR EXPERIENTIAL LEARNING)
Travel/study courses to various regions of the U.S., combining pre- and post- trip classroom sessions with 7-14 day excursions. Travel portion includes hands on and/or behind the scenes experiences and consideration of how Americans use and understand their national history.

AMS 301
SENIOR SEMINAR (PREREQ(S): AMS 201, 202, AND AMS 300 OR 392)
Senior Seminar. The Senior Seminar is an integrative, course conducted primarily as a colloquium. Emphasis will be placed on discussion and independent research and writing. PREREQUISITE(S): AMS 201, 202, and AMS 300 or 392.

AMS 360
AMERICAN FILM
Analyzes cultural and cinematic histories and film as a social practice circulating cultural values as well as critiquing ideologies. Students will gain understanding of major critical and theoretical approaches and engage in research, critical thinking, and writing on topic areas. Variable specific topics, e.g. assimilation narratives, war in film, sports in film, Asian American film.

AMS 370
MATERIAL CULTURE OF MODERN AMERICA
Combines historical archaeology and material culture studies to examine how material goods both shape and
Animation

Undergraduate Course Descriptions 

Animation

ANI 101
ANIMATION FOR NON-MAJORS
Course introduces a variety of basic animation techniques for cinema and gaming, such as hand-drawn, cutout, stop-motion and (very basic) 3D, with an emphasis on the use of computer technology. Examples of diverse animation genres and styles (experimental, cartoon, anime, special effects, computer games) from different cultures will be screened and discussed. Students will explore the unique qualities of the medium.
different cultures will be screened and discussed. Students will explore the unique qualities of the medium through a series of hands-on projects that can be adapted to their own personal interests. They will learn about professional animation process (storyboard and animatic) during the production of a final project that encourages them to consider the role and potential of animation in our society.

ANI 105
INTRO TO VISUAL DESIGN
This course introduces the basic concepts of design for time-based digital media. Students study the principles of composition and color theory, and how these are affected by movement, duration and display. Vector and bitmap manipulation tools are explored in relation to game design, video and Internet production. PREREQUISITE(S): NONE

ANI 201
ANIMATION I
This course is an introduction to the art and practice of animation. It is a studio-based class, which will emphasize learning through process, experimentation and creation. Students will explore the limitless possibilities of animated motion in the context of cinema, computer games and the Internet. All genres and styles are within the scope of this class, including Anime, cartoons, computer game art, experimental art and special effects. In addition to how?, we will also explore and discuss why?, and the role and potential of animation in our society, and its place in other cultures as well. This course is designed for the student who wishes to pursue further study in the field, and provides intensive practice of the basic skills and methods through production. PREREQUISITE(S): NONE

ANI 206
HISTORY OF ANIMATION
This course is an introduction to the history and development of the field of animation. We will explore this subject from various perspectives: by chronology, from its prehistory before the invention of film to the present day; by form, including method and medium; by culture, comparing the US to Japan, Russia, Europe and others; by subject; and by personality, concentrating on the figures who have shaped the art form and continue to influence it through their example. Students are expected to bring an enthusiastic interest in the medium, and to devote serious effort to reading about, viewing, researching and discussing animation and the artists who have created it. PREREQUISITE(S): NONE.

ANI 220
PRE-PRODUCTION ART
This course covers the creative processes involved in the pre-production design of animation, cinema and games. Students will study and produce concept art, character designs, storyboards and animatics. Emphasis is placed on the role of the designer in visual storytelling.

ANI 230
3D MODELING FOR ANIMATION AND GAMING (FORMERLY ANI 200)
This course covers introductory modeling and texturing techniques required to construct 3D objects and scenes to be used for animation and gaming. Topics to be covered include: scene composition, modeling 3D objects with polygons and smooth surfaces, surface materials and texturing, cameras, lighting and rendering.

ANI 231
3D ANIMATION FOR CINEMA AND GAMING (FORMERLY ANI 210)
This is an introductory course in 3D animation. It will emphasize traditional animation principles as applied to 3D animation. Topics will include: principles of animation, storyboarding, transformations and deformations of 3D objects, rigging, camera and light animation. PREREQUISITE(S): ANI 230

ANI 240
ANIMATION II
This course will concentrate on facilitating the student's production of animation projects. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the student's work, with the choice of animation technique, content and form left to the individual. Students will learn the importance of bringing projects to completion. PREREQUISITE(S): ANI101 or ANI201

ANI 260
MOTION GRAPHICS
This course will introduce the student to effective communication using motion graphics, including its application in the areas of film titles, broadcast and commercial design, interactive media, and gaming. The combination of music, visuals and typography will be explored following the basic theories of kinetic
composition and aesthetics. Students will study the history of the field, including the work of pioneers such as Norman McLaren, Saul Bass and Len Lye. PREREQUISITE(S): ANI 105 or ANI 101 or ART 105 or GPH 211 or DC 205

ANI 300  
3D CHARACTER ANIMATION  
This course applies traditional animation principles to creating stylized 3d characters. Topics will include: anatomy, character modeling, skeletons, skinning, kinematics, rigging, walk cycles, facial animation, and muscle deformations. PREREQUISITE(S): ANI 231 or GPH 338

ANI 310  
MOTION CAPTURE WORKSHOP  
This course is a workshop focusing on realistic character motion obtained through motion capture. Students will learn the motion capture pipeline, including character skinning and mapping, planning and directing motion capture sessions, applying motion to a character and motion editing. Prerequisite: ANI 231 or GPH 338

ANI 330  
ADVANCED 3D MODELING FOR ANIMATION AND GAMING  
This course will involve the creation of advanced polygon models with a focus on character creation. Students will learn professional techniques including quad-based modeling and proper edge flow. Students will also learn how to set up their characters for animation. PREREQUISITES: ANI 231 or GPH 250 or GPH 425

ANI 340  
ANIMATION III  
Students will build on the skills learned in Animation II, and produce more ambitious projects. They will be expected to exhibit sophisticated technique, storytelling and content, and work to develop as creative artists through self-critique. The successful planning and completion of projects on time is essential. PREREQUISITE(S): ANI 240

ANI 350  
ANIMATION PRODUCTION STUDIO  
This course uses the animation studio model to create a group project from start to finish. Students learn about the division of labor needed to produce larger projects as they experience working with others on a team. PREREQUISITE(S): ANI 240

ANI 370  
ACTING FOR ANIMATORS  
For animators, acting is the art of creating a performance through an on-screen character. This class will involve acting, movement, and improvisational exercises that focus on the specialized world of the animator. The student will learn the specific theories and techniques that actors use to express the character's personality traits. Assessment will be in the form of participation, clips, analysis of animation voice actors and a final project involving the written description, drawing and character analysis of an animated character to be designed by the student. PREREQUISITE(S): NONE

ANI 390  
TOPICS IN ANIMATION  
Advanced study in animation focusing on a specific area each quarter. May be repeated for credit. Prerequisites: ANI 101 or ANI 201 or consent of the instructor.

ANI 393  
TOPICS IN 3D ANIMATION  
Advanced study in 3D animation focusing on a specific area each quarter. May be repeated for credit. Prerequisites: ANI 230 or consent of the instructor.

Anthropology
Anthropology

ANT 102
CULTURAL ANTHROPOLOGY (SELF, SOCIETY AND THE MODERN WORLD)
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.

ANT 103
ARCHAEOLOGY (FORMERLY SOC 215) (UP: INTERCONTINENTAL/COMP)
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. (formerly SOC 215).

ANT 105
ANTHROPOLOGY THROUGH FILM [SSMW]
This course is an introduction to cultural anthropology, the sub-discipline of anthropology concerned with contemporary human cultures, through film. The aim is to convey the anthropological perspective on behaviors and systems that people create. The course will emphasize fundamental concepts, methods, and theories used to study culture.

ANT 107
CULTURAL DIMENSION OF BUSINESS
The focus of the course revolves around this question: What difference does it make when people who participate in different systems of meaning-making buy and sell goods and services to each other? We do not have to juxtapose buyers and sellers from the ends of the earth to see the implications of this question. Even within our own society there are cultural boundaries between buyers and sellers that we can observe. Through the readings and discussions, this course will explore these grey areas of business in cross-cultural environments.

ANT 109
FOOD AND CULTURE (SELF, SOCIETY AND THE MODERN WORLD)
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.

ANT 120
SCIENCE OF ARCHAEOLOGY
Archaeology spans the academic worlds of the physical sciences and the social sciences. In this course, the physical science qualities of the discipline are introduced. Students explore the various ways archaeologists use model building, statistical inference, and evidence analysis to reconstruct past human experiences. The course includes two hour of lab and two hours of lecture/discussion per week.

ANT 200
INTRODUCTION TO AREA STUDIES
Using contemporary ethnological theory, this course explores how area studies enable cultural research on some issues, while hindering others. This is a general introduction to area studies in the humanities and social sciences.

ANT 201
ETHNOGRAPHIC RESEARCH METHODS (FORMERLY ANT 382)
This course is designed to be the introductory anthropology course for majors. This focus is on practicing a selection data selection techniques used by qualitative researchers in the social sciences. Under the supervision of the instructor, students will design and implement a collaborative research project. The techniques to be used may include (but are not limited to) observation, structured and semi-structured interviewing, network analysis, and focused group interviewing. The experience gained in this course prepares students for research activities in future course work, graduate school and professional life. In addition to the practical hands-on training, the course also addresses issues of the relationship of theory to method, ethical concerns in research with human subjects, reflexivity and inter-subjectivity in qualitative research.

ANT 202
ARCHAEOLOGICAL METHODS
ARCHAEOLOGICAL METHODS
This course introduces students to the basic field and laboratory methods used in archaeological research through hands on experience. Students will receive intensive field training in archaeological field methods including excavation, survey, mapping, record keeping, and illustration. The course introduces basic laboratory techniques such as artifact processing, identification, and curation. The methodological training will be integrated through emphases on the place of data collection in the archaeological research process, and the relationship between archaeological data and questions of historical and anthropological importance. This course will provide students with the essential basic field training in archaeology required for both applied work in cultural resource management and continued graduate education in archaeology.

ANT 203
PROFESSIONALISM AND ETHICS IN ANTHROPOLOGY
This class explores the many dimensions of what it means to be a professional anthropologist in both applied and academic areas. Students will learn about specialized resources for anthropologists (web resources, library resources, funding resources, career resources), and become familiar with the professional structure of the discipline. A large portion of the course will be devoted to the debate/discussion/exploration of ethical issues that challenge anthropologists through the use of real cases that have confronted researchers in the field, and through an evaluation of the ethical codes of conduct adopted by the primary professional organizations in anthropology.

ANT 204
LINEAGES OF CULTURE THEORY
This course provides the student with a history of the culture concept tracing the lineages of thought about culture from the nineteenth century to the present. Readings and seminar discussions will present an explicit discussion of how ideas and understanding about culture have changed over time and will introduce students to the main branches of cultural theory, including the Naturalist School; the Utilitarian School, the Code School and the Praxis School. Students will develop the skills and confidence to work with the abstractions and concepts that underlie anthropological research.

ANT 210
AFRICAN CULTURES (FORMERLY SOC 300)
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. (formerly SOC 300 Regional Ethnology: Africa)

ANT 215
ARCHAEOLOGY OF AFRICAN DIASPORAS
Africans have been on the move since the dawn of humanity. Archaeology is one discipline that can inform us about the presence and influence of Africans throughout the world, beginning with our hominid ancestors and continuing through the 20th century. Prior experience with archaeology is not required. Topics include: the evolution and development of our species; migrations within the African continent and abroad; and the cultural insights to be gained from the rapidly-growing field of African-American archaeology.

ANT 220
CULTURES OF EUROPE (FORMERLY SOC 300)
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. (formerly SOC 300 Regional Ethnology: Peoples of Europe).

ANT 226
HEMISPHERIC ETHNOGRAPHY : PEOPLES IN THE AMERICAS
This course attempts to understand the cultures that live and interact in our continent. We will look at the historical, economic, political, and social processes that integrate the hemisphere and how cultures and identities spread over many different countries. This will enable us to analyze how local realities can not only be understood in relation to larger historical contexts and transnational processes, but also in relation to ideologies and cultural understandings that shape common experiences.

ANT 230
CULTURES OF THE PACIFIC [SSMW]
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. (formerly SOC 300 Regional Ethnology: The Pacific Islands).
ANT 240
CULTURES OF THE MIDDLE EAST
Explores the cultures and societies of the contemporary Middle East. Focuses on everyday life and practices, such as religion, social organization, art and popular culture. Uses ethnographic sources to examines the historical influence of various civilizations and religions on contemporary Middle Eastern societies from North Africa to Iran.

ANT 241
WOMEN IN MIDDLE EASTERN SOCIETIES
Explores the experience of women in the Middle East using ethnographic sources from North Africa, the Levant, Arabian Peninsula, Turkey, and Iran. Focuses on the cultural and historical influences on women's lives in this area, and the strategies Middle Eastern women use to negotiate and affect sociocultural change today.

ANT 250
MATERIAL CULTURE OF MODERN AMERICA (CROSS LISTED WITH AMS 370)
This course combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity. The course will take an historical approach beginning in the 17th century when most Americans wore homespun clothing and produced their own food, and continue to the 21st century and a time when Americans wear the national colors of Tommy Hilfiger and eat fast food lunches. Often such changes in material culture are characterized as the process of "modernization," and as such, the course will be centered on the relationship between material culture, American identity and conceptions of modernity.

ANT 252
MATERIAL CULTURE AND DOMESTIC LIFE
This course explores the social, and economic dynamics of households through material culture. Specifically, this course looks at how material goods structure domestic life, reflect values surrounding family and kinship, and mediate the relationship between individual households and broader levels of social organization such as community, society, and culture.

ANT 254
HISTORICAL ARCHAEOLOGY OF CHICAGO (PREREQUISITE: ANT 202)
This course is a co-requisite for the archaeological field methods course. Students will be participating in an archaeological research project focusing on Chicago's past. The course will include an introduction to the concept of an archaeological research design. Students will engage in historical research using primary documents and analyze archaeological data to address specific research questions about Chicago's recent past. Prerequisite: ANT 202.

ANT 260
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. (Cross-listed with REL 360.)

ANT 280
ARCHAEOLOGICAL FIELDWORK [JRYR]
This course introduces students to the basic field and laboratory methods used in archaeological research through hands on experience. Students will receive intensive field training in archaeological field methods including excavation, survey, mapping, record keeping, and illustration. The course introduces basic laboratory techniques such as artifact processing, identification, and curation. The methodological training will be integrated through emphases on the place of data collection in the archaeological research process, and the relationship between archaeological data and questions of historical and anthropological importance. This course will provide students with the essential basic field training in archaeology required for both applied work in cultural resource management and continued graduate education in archaeology.

ANT 290
SPECIAL TOPICS IN REGIONAL ETHNOLOGY
Compares the patterns of sociocultural life in different societies within a particular geographic region in order to gain a general understanding of cultural themes, trends, and historical developments. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

ANT 302
ANT 302
MYTH, MAGIC AND SYMBOL [RD:RQ]
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.

ANT 314
ANTHROPOLOGY OF GENDER
This course examines women's lives cross-culturally using anthropological theories of gender construction to discuss the different meanings of womanhood.

ANT 317
LANGUAGE, POWER AND IDENTITY
Explores how communication patterns vary cross-culturally. Examines how the language people speak shapes their worldview and their ways of interacting with each other. Students learn basic techniques of analyzing conversations.

ANT 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.

ANT 320
ANTHROPOLOGY OF RACE AND GENDER
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. (formerly SOC 216 Biology and Culture).

ANT 322
COMMUNITY-BASED APPLIED PRACTICE
This laboratory course in the applied anthropology sequence introduces students to the range of anthropological practice in the public and not-for-profit sector. Students will learn about the ways that anthropology has been and can be applied to initiate practical change in communities. In addition to learning the professional and ethical responsibilities of practicing anthropologists, students will also gain a practical experience working on an applied project.

ANT 324
COLONIALISM TO GLOBAL SOCIETY
This course examines long-term trends in the development of capitalist society in terms of both material and social organization from the 15th century to the present. Modeled on the core text, Europe and the People without History by Eric Wolfe, the course seeks to ground students in long-term processes of cultural development and change. These issues will be explored through a combination of archaeological and ethnographic perspectives and evidence.

ANT 326
TRANSNATIONAL CULTURES
This course examines the emergence of transnational culture in the modern world. The focus is on relationships and processes that link communities, such as trade, migration, and tourism, and the local experience of these global processes. While classroom discussion will be structured around critical readings of texts, self reflection and value consciousness will be encouraged. To this end, assignments will combine critical readings and guided experiential activities. Students will be tutored in techniques for giving professional style presentations. The course may vary according to faculty interest. Possible foci include labor migration, media, tourism, and/or global consumption.

ANT 328
INTERNATIONAL APPLIED PRACTICE
Examines various processes of sociocultural change, with emphasis on peoples undergoing or emerging from cultural, political, or economic oppression.

ANT 330
CLIENT-BASED APPLIED PRACTICE [FORMERLY ANT 316] [PRERE(S): ANT 203 OR EQUIVALENT]
This laboratory course introduces students to the use of anthropological methods and theories in the private, for-profit sector. Students will learn about the type of work anthropologists are performing in the corporate world such as design and marketing research, product usability studies, and cultural resource management. In addition to learning the professional and ethical responsibilities of practicing anthropologists, students will
also gain a practical experience working on an applied project. (Prerequisite: ANT 203, or equivalent courses as evaluated by the instructor.) (Previously: ANT 316 Applied Anthropology)

ANT 346
URBAN ANTHROPOLOGY (CROSS-LIST: SOC 421) (SOPH STANDING OR ABOVE RECOMMENDED)
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.)

ANT 348
INDIGENOUS POLITICAL STRUGGLES
This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels.

ANT 356
URBAN ETHNOGRAPHY
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. (formerly SOC 356).

ANT 358
ARCHAEOLOGY OF CITIES
This class provides a general overview of the archaeology of urban settlements. We will begin by asking the question "What is a city?" and look at the different theories that address the nature and origins of early urban settlements. To further examine this question we will focus on Cahokia, the largest prehistoric settlement in North American north of Mexico, and the city of Chicago, a well established urban, industrial center. The second portion of the class will take an even broader comparative approach towards the archeology of cities by applying the theories and insights gained in the first portion of the course to different world areas. Through these comparisons students will gain a deeper understanding of the diversity of urban forms across time and space, and consider the possibilities of cross-cultural similarities among prehistoric and early historic urban populations.

ANT 386
CULTURAL ANALYSIS (CROSSLISTED: 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.

ANT 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.

ANT 395
SEMINAR IN ANTHROPOLOGY (PREREQ: ANT 102)
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(S):ANT 102.

ANT 396
SENIOR CAPSTONE SEMINAR
Senior Capstone Seminar. A course for senior anthropology majors, which satisfies the Senior Year Capstone requirement of the Liberal Studies Program. Objectives of the course are: to afford students the opportunity to reflect on the influences in their lives (both in and outside of academics) that directed them toward anthropology as a field of study; to formulate ideas regarding the affect anthropology has on their way of viewing themselves in the world around them; and to pursue research on an anthropologist or anthropological topic.

ANT 397
TRAVEL/STUDY
Foreign study tours with lectures and research by special arrangement with sponsoring programs. May be taken for multiple credit when courses are not duplicated.

ANT 399
INDEPENDENT STUDY (PREREQ: PERMISSION OF CHAIR)
Independent Study. PREREQUISITE: Permission of Chair.

Applied Brass

Undergraduate Course Descriptions  A  Applied Brass

**Applied Brass**

APB 110
BARITONE HORN
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APB 130
FRENCH HORN
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APB 165
TROMBONE
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APB 170
TRUMPET
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APB 175
TUBA
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APB 367
JAZZ TROMBONE
Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APB 370
JAZZ TRUMPET
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.
Applied Keyboard

Undergraduate Course Descriptions

Applied Keyboard

APK 140
ORGAN
(2 or 4 credits)  Open only to School of Music students.  Students may not enroll in applied lessons in excess of 4 quarter hours per quarter.  All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career.  No student may exceed the 48 quarter hour limit.

APK 150
PIANO
(2 or 4 credits)  Open only to School of Music students.  Students may not enroll in applied lessons in excess of 4 quarter hours per quarter.  All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career.  No student may exceed the 48 quarter hour limit.

APK 160
HARPSICHORD
(2 or 4 credits)  Open only to School of Music students.  Students may not enroll in applied lessons in excess of 4 quarter hours per quarter.  All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career.  No student may exceed the 48 quarter hour limit.

APK 350
JAZZ PIANO
(2 or 4 credits)  Open only to School of Music students.  Students may not enroll in applied lessons in excess of 4 quarter hours per quarter.  All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career.  No student may exceed the 48 quarter hour limit.

Applied Music

Undergraduate Course Descriptions

Applied Music

APM 125
ITALIAN DICTION I (COREQ: STUDENTS MUST BE ENROLLED IN APPLIED VOICE LESSONS SIMULTANEOUSLY) (0 credits)  Beginning level Italian and English diction, international phonetic alphabet.  COREQUISITE(S): Students must be enrolled in applied voice lessons simultaneously.

APM 126
GERMAN DICTION I (PREREQ: APM 125.  COREQ: STUDENTS MUST ALSO BE ENROLLED IN APPLIED VOICE LESSONS) (0 credit)  Beginning level German diction.  PREREQ: APM 125.  COREQ: Students must be enrolled in applied voice lessons simultaneously.

APM 127
FRENCH DICTION I (PREREQ: APM 126 COREQ: MUST ALSO BE ENROLLED IN APPLIED VOICE LESSONS) (0 credit)  Beginning level French diction.  PREREQUISITE(S): APM 126.  COREQUISITE(S): Students must be
enrolled in applied voice lessons simultaneously.

APM 160
LATIN ACCESSORIES TECHNIQUES
(2 credits) Class playing techniques for cymbals, triangle, tambourine, and other Latin accessories.

APM 170
CONCERT ACCESSORIES TECHNIQUES CLASS
(2 credits) Class playing technique for cymbals, triangle, tambourine, and other percussion accessories.

APM 201
INTRODUCTION TO BRASS PLAYING
(2 credits) This course is designed to introduce proper playing techniques for all brass instruments.

APM 205
JUNIOR RECITAL (COREQ: MUST BE REGISTERED FOR 4 CREDITS OF APPLIED LESSONS DURING SAME QUARTER)
A short, 30-60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Junior year. This recital is required as partial fulfillment of the degree of Bachelor of Music in Performance. COREQUISITE: Students must be registered for a total of 4 credits of applied lessons during the quarter the recital is presented.

APM 215
INTRODUCTION TO THE HARPSICHORD (PREREQ: OPEN TO PIANO STUDENTS ONLY)
(2 credits) This course will give pianists a basic background in the literature, technique, and performance practices associated with the harpsichord. Open to piano students only.

APM 225
ITALIAN DICTION II (PREREQ: APM 125)
(1 credit) Intermediate level Italian diction. PREREQUISITE(S): APM 125.

APM 226
GERMAN DICTION II (PREREQ: APM 126)
(1 credit) Intermediate level German diction. PREREQUISITE(S): APM 126.

APM 227
FRENCH DICTION II (PREREQ: APM 127)
(1 credit) Intermediate level French diction. PREREQUISITE(S): APM 127.

APM 242
ACCOMPANYING CLASS I (PREREQ: MUST BE ADMITTED TO THE PIANO PERFORMANCE MAJOR)
(2 credits) Role of pianist as accompanist in the instrumental repertory. PREREQUISITE(S): Must be admitted to the piano performance major. COREQUISTE(S): Must be enrolled in applied piano lessons simultaneously.

APM 244
ACCOMPANYING CLASS II (PREREQ(S): APM 242 MUST BE ADMITTED TO THE PIANO PERFORMANCE MAJOR.)
(2 credits each) Role of pianist as accompanist in the vocal repertory and introduction to vocal coaching skills. PREREQUISITE(S): Must be admitted to the piano performance major. Successful completion of APM 242. COREQUISTE(S): Must be enrolled in applied piano lessons simultaneously.

APM 245
ACCOMPANYING CLASS III (PREREQ(S): APM 244, MUST BE ADMITTED TO THE PIANO PERFORMANCE MAJOR)
(2 credits) Role of pianist as accompanist in the operatic stage rehearsal and a continuation of vocal coaching skills. PREREQUISITE(S): Must be admitted to the piano performance major. Successful completion APM 244. COREQUISTE(S): Must be enrolled in applied piano lessons simultaneously.

APM 253
INTRODUCTION TO ACTING FOR SINGERS
(2 credits) Serves as an elective before voice student petitions to major.

APM 254
INTRODUCTION TO ACTING FOR SINGERS II
(2 credits) This course is designed to increase basic knowledge of stage terms and methods of preparation for
This course is designed to increase basic knowledge of stage terms and methods of preparation for stage performance of music by singers.

APM 300
ACCOMPANYING PRACTICUM FOR PIANISTS I: VOICE
(1 credit) The course is designed to give students an opportunity to learn different styles and practice accompanying vocalists in studio and performance format.

APM 301
ACCOMPANYING PRACTICUM FOR PIANISTS II: WINDS
(1 credit) This course is designed to give students an opportunity to learn different styles and practice accompanying wind instrumentalists in studio and performance format.

APM 302
ACCOMPANYING PRACTICUM FOR PIANISTS III: STRINGS
(1 credit) The course is designed to give students an opportunity to learn different styles and practice accompanying string instrumentalists in studio and performance format.

APM 303
MUSICAL COACHING FOR SINGERS
(2 credits) Students meet in a masterclass format for musical and diction coaching in their current repertoire. COREQUISITE: Students must be enrolled in applied voice.

APM 305
SENIOR RECITAL (COREQ: MUST BE REGISTERED FOR 4 CREDITS OF APPLIED LESSONS DURING SAME QUARTER)
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Senior year. This recital is required as partial fulfillment of the degree of Bachelor of Music in Performance. COREQUISITE: Students must be registered for a total of 4 credits of applied lessons during the quarter the recital is presented.

APM 310
CHOICES IN PERFORMANCE
(2 credits) This course is designed to give a practical overview of the woodwind performance field. It will help students develop strategies for making a living in the field of woodwind performance.

APM 315
THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE
(2 credits) Explorations of the business aspects of the performing musician. Topics will include unions, networking, free-lancing, audition preparation, taxes, and ethics. Seminar format.

APM 318
THE ART OF MUSICAL PHRASING
This Winter Quarter course for instrumental and vocal performers will concentrate on issues of: note grouping, motivic structure, the grammar of phrasing, phrase construction, achieving forward motion in phrases the recognition of dissonance as expression the science of expression in music the philosophy of music making. The aim is to give a basic understanding of how to achieve meaningful expression in tonal music so that those concepts can be carried forward into all realms of music up to the most modern.

APM 320
REVEALING THE ACTORSINGER WITHIN
A course designed to stimulate and uncover the imagination, instinct, and vulnerability of the ActorSinger. The student will discover and integrate the tools toward becoming an expressive and passionate communicator and story-teller.

APM 328
ORCHESTRAL REPERTOIRE FOR WOODWINDS (PREREQ: MUST BE ADMITTED TO WOODWIND PERFORM MAJOR)
(2 credits) Study of standard orchestral repertoire, audition preparation, and those skills required in the professional orchestral environment. (Spring Quarter). PREREQUISITE(S): Must be admitted to the woodwind performance major.

APM 330
ORATORIO REPERTORY
Overview of oratorio and choral-orchestral works from 1600 to the present. Emphasis on musical style and
structure. Performance of representative solo excerpts.

APM 331
THE ART OF THE PIANO
The course is designed to introduce the art of piano playing as a part of broader spectrum of the world culture, and to guide the students in their search for the true mastery, where playing the instrument is identified as an artistic expression of spiritual freedom, and technical prowess is seen as a step to meaningful communication.

APM 332
PIANO PEDAGOGY I (PREREQ: MUST BE ADMITTED TO PIANO PERFORMANCE OR MUSIC EDUCATION MAJOR) (2 credits) History and mechanism of the piano, pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials. PREREQUISITE(S): Must be admitted to the piano performance major; can serve as an elective for music education majors.

APM 333
PIANO PEDAGOGY II (PREREQ: MUST BE ADMITTED TO PIANO PERFORMANCE OR MUSIC EDUCATION MAJOR. APM 332) (2 credits) History and mechanism of the piano, pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials. PREREQUISITE(S): Must be admitted to the piano performance major; can serve as an elective for music education majors. Successful completion of APM 332.

APM 335
PIANO MASTER CLASS (1 credit)

APM 336
VOICE PEDAGOGY (PREREQ: MUST BE ADMITTED TO VOICE PERFORMANCE OR MUSIC EDUCATION MAJOR) (2 credits) Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches: scientific, mechanistic, empirical. PREREQUISITE(S): Must be admitted to the voice performance major; can serve as an elective for music education majors.

APM 337
ALEXANDER TECHNIQUE (1 credit) Introduction to the Alexander Technique as applied to musical performance. A repeatable class; serves as an elective.

APM 339
ORCHESTRAL AUDITION PREPARATION FOR STRING PLAYERS (PREREQUISITE: INSTRUCTOR PERMISSION) The course of study is designed to instruct advanced students in strategy and preparation for professional orchestral auditions. Students not wishing to perform may audit the course. PREREQUISITE: This course is designed for advanced performance majors. Students who are not graduate, junior, or senior performance majors must have the instructor's permission before enrolling in this course.

APM 340
ORCHESTRAL REPERTOIRE FOR STRINGS I (PREREQ: MUST BE ADMITTED TO STRING PERFORMANCE MAJOR) (2 credits) Study of standard orchestral repertoire in homogeneous instrument classes: Baroque/Classical. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the string performance major.

APM 341
ORCHESTRAL REPERTOIRE FOR STRINGS II (PREREQ: APM 340, ADMITTED TO STRING PERFORMANCE MAJOR) (2 credits) Study of standard orchestral repertoire in homogeneous instrument classes: Romantic. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the string performance major. Successful completion of APM 340.

APM 342
ORCHESTRAL REPERTOIRE FOR STRINGS III (PREREQ: APM 341, ADMITTED TO STRING PERFORMANCE MAJOR) (2 credits) Study of standard orchestral repertoire in homogeneous instrument classes: 20th Century. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the string performance major. Successful completion of APM 341.

APM 346
PERCUSSION PEDAGOGY
The Percussion Pedagogy Course presents teaching techniques of all the major percussion instruments, for students of beginning through advanced levels of proficiency. This includes exploring techniques for motivating young students. The course also includes an in-depth examination of pertinent published teaching materials, such as method books and collections.

APM 347
ORCHESTRAL REPertoire FOR PERCUSSION
(2 credits) Study of standard orchestral repertoire.

APM 350
INTERPRETATION OF VOCAL LITERATURE I (PREREQ: MUST BE ADMITTED TO THE VOICE PERFORMANCE MAJOR)
(2 credits) Study and demonstration of performance practices (16th-century to present), language orientation in German; stress on performance demonstrated by students. A repeatable class. PREREQUISITE(S): Must be admitted to the voice performance major.

APM 351
INTERPRETATION OF VOCAL LITERATURE II (PREREQ: MUST BE ADMITTED TO VOICE PERFORMANCE MAJOR)
(2 credits) Study and demonstration of performance practices (16th-century to present), language orientation in French; stress on performance demonstrated by students. A repeatable class. PREREQUISITE(S): Must be admitted to the voice performance major.

APM 352
INTERPRETATION OF VOCAL LITERATURE III (PREREQ: MUST BE ADMITTED TO VOICE PERFORMANCE MAJOR)
Interpretation of Vocal Literature. (2 hrs. each.) Study and demonstration of performance practices (16th-century to present), language orientation in Italian and English; stress on performance demonstrated by students. A repeatable class. PREREQUISITE(S): Must be admitted to the voice performance major.

APM 353
TECHNIQUES OF THE MUSIC STAGE I (PREREQ: MUST BE ADMITTED TO THE VOICE PERFORMANCE MAJOR.)
(2 credits) Study, coaching, rehearsal and performance of music drama and opera. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the voice performance major.

APM 354
TECHNIQUES OF THE MUSIC STAGE II (PREREQ: MUST BE ADMITTED TO THE VOICE PERFORMANCE MAJOR.)
(2 credits) Study, coaching, rehearsal and performance of music drama and opera. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the voice performance major.

APM 355
TECHNIQUES OF THE MUSIC STAGE III (PREREQ: MUST BE ADMITTED TO VOICE PERFORMANCE MAJOR)
(2 credits) Study, coaching, rehearsal and performance of music drama and opera. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the voice performance major.

APM 356
OPERA WORKSHOP
(2 credits) This is a results oriented course for students who have completed basic acting/performing studies and are ready to engage those skills in work to be presented for public performance. PREREQUISITE: Successful completion of Techniques of the Musical Stage I and II.

APM 360
TOPICS IN PERFORMANCE (PREREQ: APM 354 AND MUST BE A PERFORMANCE MAJOR.)
(2-4 credits) In depth investigation of a topic in performance studies. PREREQUISITE(S): APM 354 & must be a performance major.

APM 361
PIANO LITERATURE I
(2 credits) 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.

APM 362
PIANO LITERATURE II
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.

APM 370
BRASS CONCEPTS I
Brass Concepts I. (3 hrs.) Study of brass literature, performance and pedagogy. PREREQUISITE(S): Must be admitted to the brass performance major.

APM 371
BRASS CONCEPTS II
Brass Concepts II. (3 hrs.) Advanced study of topics introduced in APM 370. PREREQUISITE(S): Must be admitted to the brass performance major. Successful completion of I in order to enroll in II (sequence).

APM 372
ORCHESTRAL REPERTOIRE FOR BRASS (PREREQ: MUST BE ADMITTED TO THE BRASS PERFORMANCE MAJOR.)
(2 credits) Study of standard orchestral repertoire. PREREQUISITE(S): Must be admitted to the brass performance major.

APM 373
BRASS CONCEPTS
(2 credits) A study of brass literature, performance, pedagogy and crucial professional career responsibilities and opportunities.

APM 374
BRASS INSTRUMENT PERFORMANCE STYLE
(2 credits) Survey of solo and orchestral performance styles through the principal composers of the 19th and 20th centuries. Analysis of new demands placed on performers in the 21st century. Study of stylistic concepts based on historical, technical, national, and aesthetic considerations.

APM 375
CLARINET WORKSHOP
(2 credits)

APM 376
FLUTE WORKSHOP
(0-4.5 credits)

APM 377
GUITAR HISTORY AND LITERATURE I (PREREQ: MUST BE ADMITTED TO GUITAR PERF MAJOR OR HAVE PERMISSION)
(2 credits) Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the guitar performance major, or by permission of the instructor.

APM 378
GUITAR HISTORY AND LITERATURE II (PREREQ: APM 377 OR CONSENT; MUST BE ADMITTED TO GUITAR PERF MAJOR)
Guitar History and Literature II (2 hrs.) Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the guitar performance major. Successful completion of APM 377, or by permission of the instructor.

APM 379
GUITAR HISTORY AND LITERATURE III (PREREQ: APM 378 OR CONSENT; MUST BE ADMITTED TO GUITAR PERF MAJOR)
(2 credits) Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the guitar performance major. Successful completion of APM 378, or by permission of the instructor.

APM 380
ORCHESTRAL LITERATURE FOR STRINGS I
Orchestral Literature For Strings I
APM 384
STRING PEDAGOGY I (PREREQ: MUST BE ADMITTED TO STRING PERFORMANCE OR MUSIC ED MAJOR)
(2 credits) Traditional and Suzuki Pedagogy of private instruction for string majors; guitar majors enroll in a separate section. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the string performance major or music education major; course can serve as an elective for music education majors.

APM 385
STRING PEDAGOGY II (PREREQ: MUST BE STRING PER MAJOR OR MUSIC ED MAJOR. COMPLETION APM 384)
(2 credits) Traditional and Suzuki Pedagogy of private instruction for string majors; guitar majors enroll in a separate section. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the string performance major or music education major; course can serve as an elective for music education majors. Successful completion of APM 384.

APM 386
STRING PEDAGOGY III (PREREQ: APM 385. MUST BE ADMITTED TO STRING PERFORM OR MUSIC ED MAJOR)
(2 credits) Traditional and Suzuki Pedagogy of private instruction for string majors; guitar majors enroll in a separate section. A year-long sequence of courses. PREREQUISITE(S): Must be admitted to the string performance major or music education major; course can serve as an elective for music education majors. Successful completion of APM 385.

APM 387
STUDIO TEACHING AS A PROFESSION
(cross-listed as APM 384) Strategies and techniques for the professional studio teacher.

APM 388
HISTORY OF MUSICAL INSTRUMENTS
History Of Musical Instruments

APM 389
ADVANCED VOCAL DICTION (PREREQ: APM 125,126,127,225,226,227 OR INSTRUCTOR PERMISSION.)
(2 credits) Advanced study of German, French, or Italian diction. Junior or senior status required. PREREQUISITE(S): APM 125, 126, 127, 225, 226, 227, or by permission of instructor. COREQUISITE(S): Students must be enrolled in applied voice lessons simultaneously.

APM 392
STRING LITERATURE II: CHAMBER MUSIC
String Literature Ii: Chamber Music

APM 393
SURVEY OF STRING PEDAGOGY
Survey Of String Pedagogy

APM 397
INTERNSHIP

APM 398
INDEPENDENT STUDY

Applied Percussion

Undergraduate Course Descriptions  A  Applied Percussion

Applied Percussion

APP 100
PERCUSSION
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess
Applied Strings

Undergraduate Course Descriptions

Applied Strings

APS 127
GUITAR (PREREQ: OPEN TO MUSIC STUDENTS ONLY)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APS 137
HARP (PREREQ: OPEN ONLY TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APS 160
STRING BASS (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APS 180
VIOLA (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APS 185
VIOLIN (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APS 190
VIOLONCELLO (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APS 329
JAZZ GUITAR
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of
applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APS 362
JAZZ STRING BASS
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APS 387
ADVANCED VOCAL DICTION
Advanced Vocal Diction

Applied Voice

Undergraduate Course Descriptions ▶ Applied Voice

Applied Voice

APV 100
VOICE-STUDIO (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APV 300
JAZZ VOICE
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Applied Woodwinds

Undergraduate Course Descriptions ▶ Applied Woodwinds

Applied Woodwinds

APW 115
BASSOON (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APW 120
CLARINET (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APW 125
FLUTE (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APW 135
OBOE (PREREQ: ONLY OPEN TO SCHOOL OF MUSIC STUDENTS)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APW 155
SAXOPHONE (PREREQ: SCHOOL OF MUSIC STUDENTS ONLY)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APW 325
JAZZ FLUTE
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

APW 355
JAZZ SAXOPHONE (PREREQ: SCHOOL OF MUSIC STUDENTS ONLY)
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Arabic

Undergraduate Course Descriptions

Arabic

ARB 101
BASIC ARABIC I (COREQ: ARB 100)
Listening to, speaking, reading and writing Arabic in a cultural context for the beginning student. Must be taken with Arabic 100. COREQUISTE(S):ARB 100

ARB 102
BASIC ARABIC II (COREQ: ARB 100)
Continued emphasis on the four skills in culturally authentic situations. Must be taken with Arabic 100. COREQUISTE(S):ARB 100

ARB 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.

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

ARB 105
INTERMEDIATE ARABIC II
Continuing practice in spoken and written Arabic and further development of reading and listening abilities in an authentic cultural context.

ARB 106
INTERMEDIATE ARABIC III
Developing more fluency in speaking, understanding, reading and writing Arabic with a concomitant heightened awareness of the cultural dimensions of the Arabic language.

ARB 197
SPECIAL TOPICS IN ARABIC
See schedule for current offerings.

ARB 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

ARB 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

ARB 201
ADVANCED ARABIC I
Advanced reading and comprehension, with emphasis on recognizing and understanding the perspectives and patterns of Arabic culture.

ARB 202
ADVANCED ARABIC II
Advanced practice in writing and composition, with emphasis on grammatical accuracy, text development skills, and vocabulary expansion.

ARB 203
ADVANCED ARABIC III
Advanced practice of oral skills in both formal and informal usage, with emphasis on correct pronunciation, sentence structure, appropriate vocabulary, and cultural context.

ARB 297
SPECIAL TOPICS IN ARABIC
See schedule for current offerings.

ARB 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

ARB 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

ARB 397
SPECIAL TOPICS IN ARABIC
See schedule for current offerings.

ARB 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

ARB 399
INDEPENDENT STUDY (PREREQ: PERMISSION OF CHAIR AND INSTRUCTOR)
Variable credit. Permission of chair and instructor required.
ART 101
ELECTRONIC TOOLBOX: DIGITAL IMAGING FOR VISUAL THINKERS
As digital media become a requisite aspect of the artist and designer's professional preparation, this foundation level course focuses on building basic skills in the most common digital imaging tools. The course will cover three applications, one pixel-based imaging (Photoshop), one vector-based imaging (Illustrator) and one 3D modeling and rendering (Strata 3D) program. It is designed to give students an introduction to how these applications can be used as ideational tools for exploring visual problems, possibilities and solutions, how they can be used to create digital images for output and how they can be integrated with traditional analog media and tools.

ART 102
PRINCIPLES OF ART HISTORY (ARTS AND LITERATURE)
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).

ART 104
CREATING ART (ARTS AND LITERATURE)
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).

ART 105
TWO-DIMENSIONAL FOUNDATIONS (MATERIALS FEE) (ARTS AND LITERATURE)
Development of perceptual ability through the analysis of two dimensional concepts of line, shape, value texture, color, space and organization.

ART 106
BEGINNING DRAWING [A&L] (MATERIALS FEE)
Introduction to composition, line and rendering in black and white drawing media. Basic techniques for descriptive and expressive use of drawing media.

ART 107
THEATRE DRAWING I (FOR THEATRE SCHOOL STUDENTS ONLY)
The first in a three quarter sequence of general drawing courses exclusively for students enrolled in the Theater School. Two credit hours. Open to Theatre students only.

ART 108
THEATRE DRAWING II (FOR THEATRE SCHOOL STUDENTS ONLY) (PREREQ: ART 107)
Open to Theatre students only. PREREQUISITE(S):ART 107.

ART 109
THEATRE DRAWING III (FOR THEATRE SCHOOL STUDENTS ONLY)
Open to Theatre students only.

ART 110
BEGINNING PAINTING (ARTS AND LITERATURE) (PREREQ: ART 105)
An introduction to basic organizational and technical concepts in painting. The preparation and proper use of materials is also stressed. PREREQUISITE(S): ART 105

ART 113
THREE DIMENSIONAL FOUNDATIONS (MATERIALS FEE) (ARTS AND LITERATURE)
Development of perceptual ability through the analysis of three-dimensional concepts of line, shape, material, light, movement, and organization.
ART 115
BEGINNING SCULPTURE (MATERIALS FEE) (ARTS AND LITERATURE)
An introduction to traditional and contemporary approaches to sculpture with an emphasis on clay modeling, plaster casting and carving. Studio core course.

ART 179
INTRODUCTION TO MASS COMMUNICATION (CROSS-LISTED AS CMN 110)(FORMERLY ART 379)
This course offers students a broad overview of the mass media (print, film, video, recorded music, radio, television and the internet) with a particular focus on how these media impact our everyday lives. Students will develop critical frameworks for understanding how power operates across the media spheres of production, circulation, representation and reception. Attention is placed on how the social categories of race, class, gender, sexuality, ethnicity, age and nationality inform each of these media spheres. The course also considers how recent developments in digital technologies, media convergence and globalization have transformed our media culture.

ART 200
ART & ARTISTS IN CONTEMPORARY CULTURE
This course will use a mixed lecture/discussion format and thematic approach to consider works on art and design produced in the last 30 years as a means of contextualizing recent works of art. The primary approach to this material will be from the perspective of the artmaker (artist or designer), for whom art theory, criticism and history are crucial tools for developing effective and meaningful work. For that reason, this class will be taught by studio faculty. The class will make extensive use of the city's contemporary museums, galleries, exhibitions and works of public art to emphasize the social, economic and political context from which works of art and design emerge as indicators or signposts of contemporary cultural concerns. Students cannot receive credit for both ART 200 and ART 222.

ART 203
SURVEY OF NON-WESTERN ART (ARTS AND LITERATURE)
An examination of the changing social, religious and political roles of visual arts in Non-Western cultures: case studies from Asian, Islamic countries, Africa, Oceania, and/or the Americas, from prehistoric times to the modern period (non art majors and art majors).

ART 204
VISUAL COMMUNICATION (ARTS & LITERATURE)
A studio course applying visual principles of communication to written presentations using the most common PC graphics programs mostly photoshop and illustrator. (non-art majors and art majors).

ART 205
COLOR THEORY AND APPLICATION [MATERIALS FEE] [PREREQ(S): ART 105]
Explorations into the use of color in both paint and computer applications. PREREQUISITE(S):ART 105.

ART 206
INTERMEDIATE DRAWING (MATERIALS FEE) (PREREQ: ART 105 AND 106)
Advanced exploration into the rendering of space and introduction to a wider range of drawing media. Studio core course. PREREQUISITE(S):ART 105 and 106.

ART 210
INTERMEDIATE PAINTING I (MATERIALS FEE) [PREREQ(S): ART 105 AND 110]
A development of skills and concepts beyond the basic level. Problems that stress advanced concepts of theme, color and spatial design are studied. PREREQUISITE(S): ART 105 and 110.

ART 211
INTERMEDIATE PAINTING II (PREREQ(S): ART 105, 106 AND 110)
Intermediate Painting II (Materials fee) PREREQUISITE(S):ART 105, 106 and 110.

ART 212
WATERCOLOR PAINTING (PREREQ: ART 105 OR ART 106)
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. PREREQUISITE(S):ART 105 or ART 106 (materials fee)

ART 213
SPACE DESIGN (MATERIALS FEE) (PREREQ: ART 113 AND 115)
Application of three-dimensional principles to basic issues of space and object design. Introduction to professional presentation techniques. PREREQUISITE(S): ART 113 and 115.

ART 214
CERAMIC SCULPTURE (MATERIALS FEE) (PREREQ: ART 113)
An exploration of ceramic techniques for constructing and firing expressive sculptural forms. PREREQUISITE(S): ART 113.

ART 215
INTERMEDIATE SCULPTURE (MATERIALS FEE) (PREREQ(S): ART 115)
Introduction to basic wood and metal working techniques for producing constructed sculpture. Focuses on modern and contemporary issues in sculpture. PREREQUISITE(S): ART 115.

ART 217
ADVANCED THREE-DIMENSIONAL DESIGN (PREREQ: ART 113, 115 AND 213)
Advanced investigation of three dimensional design concepts. Course is a sequel to ART 213. Prerequisites: ART 113, 115 and 213 (Materials fee)

ART 218
FIGURE DRAWING (MATERIALS FEE) (PREREQ(S): ART 106)
A study of the human figure through an exploration of anatomy combined with various drawing processes. PREREQUISITE(S): ART 106.

ART 223
LIGHT, COLOR, AND PHOTOGRAPHY (SI: LAB/QUANTITATIVE) (PREREQUISITE: ISP 120)
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. Prerequisite(s): ISP 120.

ART 224
BEGINNING DIGITAL PHOTOGRAPHY (PREREQ(S): ART 105 OR CONSENT)
An introduction to digital photographic processes emphasizing photographing with digital cameras, image correction and modification and printing. Prerequisite(s): ART 105 or consent of instructor.

ART 225
BEGINNING PHOTOGRAPHY (MATERIALS FEE)
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.

ART 226
VIDEO (CROSS-LISTED AS CMN 371) (PREREQ: ART 105)
An introduction to small format video production with an emphasis on editing strategies. PREREQUISITE(S): ART 105.

ART 227
DIGITAL IMAGING (PREREQUISITE: ART 101 AND 105)
Introduction to the Illustrator and Photoshop computer programs as they apply to graphic design through lecture, in-class instruction and assignments, including visits to service bureaus. PREREQUISITE(S): ART 101 AND 105

ART 228
COMPUTER APPLICATIONS FOR DESIGN II [PREREQ(S): ART 101, 105 and 227]
Introduction to the Quark computer program as it applies to graphic design through lecture, in-class instruction and assignments, including visits to service bureaus. PREREQUISITE(S): ART 101, 105 and 227. Materials fee.

ART 229
INTRODUCTION TO PRINTMAKING (MATERIALS FEE) (ARTS AND LITERATURE) (PREREQ: ART 105 AND 106)
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. PREREQUISITE(S): ART 105 and 106.

ART 232
NORTHERN RENAISSANCE ART [CROSS-LISTED W/CTH 258]
A survey on the art of Northern Europe-especially Germany and the Netherlands-from 1300 to 1600, during the Renaissance and Protestant Reformation.
ART 233
ANCIENT ART (ARTS AND LITERATURE)
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 through Roman Empire.

ART 236
RENAISSANCE ART (ARTS AND LITERATURE) (CROSS-LISTED AS CTH 256)
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.

ART 237
BAROQUE ART [A&L] (CROSS-LISTED AS CTH 257)
Starting in 1600, from the vantage point of the Counter-Reformation and the rise of modern European states, Baroque Art covers the principal works of art & architecture; artists & patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention will be focused on the most prominent artistic centers in Italy, Catholic Flanders, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are supplemented by field work to the Baroque collections of the Art Institute of Chicago.

ART 238
19TH CENTURY ART (ARTS AND LITERATURE)
Beginning with Romanticism and extending through 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).

ART 239
EARLY 20TH CENTURY ART: THE AVANT-GARDE AND ITS DISCONTENTS [A&L]
This course will examine the major artists, movements, and issues at play in the visual arts of Western Europe and the United States from 1900 to the outbreak of World War II. Lectures and class discussions will address how modern art, often oppositional and contradictory in nature, responds to, reflects, or builds on the effects of modernization (i.e. urbanization, industrialization, and global capitalism). Modern art objects will be read for both stylistic innovation and for connections to, and commentaries on, specific historical developments. Significant themes to be addressed include the character and history of the avant-garde, the relationship between high art and mass culture, the changing identities and aims of the modern artist, and the institutional basis of art production. (Note: Available for art majors as a choice in foundations.)

ART 240
EARLY MEDIEVAL ART [CROSS-LISTED W/CTH 253]
This course provides an overview of the history of Medieval art from the period of its origins up to the Romanesque covering largely the art and architecture of the European Mediterranean West but also several centers in the East concerning Christian Byzantine and Islamic cultures. (Note: Available for art majors as a choice in foundations.)

ART 241
ITALIAN RENAISSANCE ART (ARTS & LITERATURE)
This course provides an overview of the history of Italian Renaissance art and architecture in Italy's primary centers of artistic production. (Note: Available for art majors as a choice in foundations.)

ART 242
SURVEY OF ASIAN ART
An introduction to concepts concerning visual expression in Asian traditions, as well as a selective overview of some of the major artistic developments in a number of regions in Asia including India, Southeast Asia, Tibet, Nepal, China, Korea and Japan. By studying the visual arts and architecture of Asian cultures in specific historic settings, this course explores the self-understanding of Asian peoples, along with the symbolic visual language that emerged by embodying that understanding. (Note: Available for art majors as a choice in foundations.)

ART 243
SURVEY OF LATIN AMERICAN ART
This course offers an overview of the principal developments in the history of Latin American art, from prehistoric times to the modern period. The course will view pre-Columbian, colonial and modern Latin American art contextually as artistic traditions are considered in light of major historical changes. (Note: Available for art majors as a choice in foundations.)
ART 244
LATE MEDIEVAL ART (ARTS & LITERATURE)
A survey of the principal works of architecture, sculpture, painting and the industrial arts created in Europe from the year 1,000 AD.

ART 245
MIXED MEDIA (PREREQ(S): ART 105, 106 AND 110)
Mixed media is an intermediate painting course, which would give students the opportunity to explore a variety of mixed and water based media. As a contract to a more traditional oil painting course this will allow students to explore contemporary styles in painting through media that reflect a broader range of interest and contexts. This course consequently, would give students a larger repertoire to choose from when approaching image making. The course would also provide an introduction to the uses of water base painting - gouache, acrylic and watercolor. The emphasis however, would be on experimentation with acrylic polymers and gel mediums. PREREQUISITE(S): ART 105, 106 and 110

ART 246
SURVEY OF AFRICAN ART (CROSS-LISTED W/ABD 246)
This course surveys the various traditions and conventions in African art form from the ancient period through the present. The course will analyze formal variations and developments in art as well as the social historical contexts for art making. Select sections of the course will offer a comparative view of Oceanic art.

ART 247
ART OF THE ANCIENT AMERICAS [A&L]
This class surveys the art of the ancient Americas (circa 1000BC-1520AD), with a focus on the most artistically significant civilizations of Mesoamerica and South America and some of the difficulties encountered in studying them. Lectures will explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya and Aztec of Mesoamerica, and the Moche and Inca of Peru. Course material will constantly probe the relationship between the visual forms studied and their likely political and/or social function; however, especially because of the scarcity of primary source texts, the class will also regularly raise questions of methodology in pre-Columbian scholarship. Students should emerge from the class with a grasp of the contribution of specific scholars of pre-Columbian art, with an appreciation of some of the problems of its study, and with the understanding of some of the most significant and heterogeneous artistic forms from the ancient Americas.

ART 249
MODERN LATIN AMERICAN ART [A&L]
This lecture class is a survey of Latin American art created since the Wars of Independence which helped to create the modern nations in the 19th century (i.e. 1820s through the present). Lectures begin with efforts across Mexico, and Central and South America to articulate newly sovereign national identities through visual production. The class will demonstrate, however, that many of these modern artistic forms were held in tension by the complicated relationship that continued between Latin America and the West. Course materials consider, for example, the establishment of European-style academies in the region, as well as the transatlantic movement of art instructors and artists, themselves. Lectures will cover Latin American modernism, surrealism, and social realism, with more focused discussions on some of the most significant movements, like post-revolutionary Mexican mural painting and the radical arts of 1960s Brazil. The class ends with the most contemporary artistic productions, including performance art, to prompt consideration of the position of Latin American art and artists in today's global, political art world.

ART 250
BUDDHIST ART [RD:RT]
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.

ART 251
ISLAMIC ART [RD:RT]
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.

ART 253
HISTORY OF GRAPHIC DESIGN
The history of graphic design is an evolution in aesthetics, technology, style and visual communication. The
class will encompass a survey of the major movements in the field of print design, notable designers and design materials. The nature of changing methods, materials, technologies and values are examined in the context of the social and political realities that shape communication. The course will include the historical shift from print to multimedia design methodologies.

ART 260
ART AND DESIGN I: HISTORY, CONCEPT, STRUCTURE [PREREQ(S): ART 101 & ART 105] [MATERIALS FEE] [A&L]
This course introduces the world of graphic design in a social and historical context. The goals are to explore formal structures and research methods with emphasis on the role of analysis and conceptual thinking as the first tasks of the print and multi-media designer. The course includes basic instruction in typographic. PREREQUISITES: ART 101 Electronic Toolbox: Digital Imaging for Visual Thinkers and ART 105 Two-dimensional Foundations. Materials Fee.

ART 264
TYPOGRAPHY I (PREREQ: ART 101 AND 105) [MATERIALS FEE]
Study of the formal structures of letter forms and text. Exploration of typography to entend meaning, emphasizing the relationship between form and content. Formerly ART 362. PREREQUISTE(S): ART 101 and 105. Materials Fee.

ART 290
STUDIO WORKSHOP (PREREQ(S): INSTRUCTOR'S OF THE CHAIR)
Off campus training in specific studio processes by noted Chicago artists in ceramics or wood working. 2 credit hours. May be repeated up to 8 hours credit. PREREQUISITE(S): Instructor's consent.

ART 291
ART AND SOCIAL INTERACTION (JUNIOR YEAR EXPERIENTIAL LEARNING: SERVICE)
Topics in the relationship between art and community action.

ART 294
GENIUS LOCI: ROMAN ARCHETYPES OF PLACE IN VISUAL CULTURE [A&L]
This is a semester long study trip to Rome that offers a thematic studio/art history experience concerned with the role that Rome has played in shaping our understanding of place as expressed in visual culture. This course will include such topics as: the influence of Roman approaches to urban organization and development; the influence of national academies in Rome on Western developments in art and architecture, Piranesi and the articulation of utopic and dystopic models derived from Roman culture; the spatial collage of Roman architectural enveloping and fragmentation; illusion and perspective as perceptual puzzle and ideological signifier; and Pasquino and the expression of vox populi in public space. The unique circumstance of urban Rome, where 2500 years of building activity are embedded in the fabric of contemporary life, offers an opportunity to involve students in an interdisciplinary examination of how human needs and desires shape our built environment and are shaped by it.

ART 295
ART AND SCIENCE
Topics in the practice of the influence of science on art and architecture.

ART 306
ADVANCED DRAWING (MATERIALS FEE) (PREREQ: ART 105, 106, 206 OR 218)
An intensive exploration into historical and contemporary approaches to issues and techniques of drawing. PREREQUISITE(S): ART 105, 106, 206 or 218.

ART 309
DIGITAL SCULPTURE (PREREQ: ART 113 AND 115)
Creating computer models of sculpture and their execution using digital cutters. PREREQUISITE(S): ART 113 and 115. (Materials fee)

ART 310
ADVANCED PAINTING I (MATERIALS FEE) (PREREQ: ART 105, 106, 110, 210)
Development of advanced skills in painting with work in a more independent approach to concepts and techniques. PREREQUISITE(S): ART 105, 106, 110, and 210.

ART 311
ADVANCED PAINTING II (PREREQ(S): ART 105, 106, 110, 210 AND 310)
Advanced Painting II PREREQUISITE(S): ART 105, 106, 110, 210 and 310.
ART 312
FIGURE PAINTING (MATERIALS FEE) (PREREQ: ART 105, 106)
An introduction to the study of the painted figure in environmental settings. Light, color and spatial illusion are stressed. PREREQUISITE(S): ART 105 AND 106.

ART 313
ADVANCED THREE-DIMENSIONAL DESIGN (PREREQ: ART 106, 113, 115 AND 213)
Advanced work in three-dimensional problem solving with an emphasis on architectural and environmental spaces. PREREQUISITE(S): ART 106, 113, 115 AND 213. (Materials fee)

ART 315
ADVANCED SCULPTURE (MATERIALS FEE) (PREREQ: ART 106, 113, 115 AND 215)
Exploration of advanced sculptural themes and techniques determined by the student in consultation with the instructor. PREREQUISITE(S): ART 106, 113, 115 and 215.

ART 316
ADVANCED SCULPTURE II (MATERIALS FEE) (PREREQ: ART 106, 113, 115, 215 AND 315)
Sequel course to ART 315 to allow the completion of extensive projects. Prerequisite: ART 106, 113, 115, 215 AND 315. (Materials fee)

ART 317
FIGURE SCULPTURE (MATERIALS FEE) (PREREQ: ART 312 or ART 218 or Permission of Instructor)
An extension of sculptural expression through the exploration of the human form. No previous experience in sculpture is required. PREREQUISITE(S): ART 312 or ART 218 or permission of instructor.

ART 318
ADVANCED FIGURE DRAWING (PREREQ: ART 105, 106 AND 218)
Encourages the application of perceptual and media skills gained in figure drawing to more advanced and personal works on paper. PREREQUISITE(S): ART 105, 106 and 218. (Materials fee)

ART 320
AMERICAN ART (FA & L LEVEL II)
American Art (Fa & L Level II)

ART 322
MODERNISM TO POSTMODERISM
This course will consider art and culture of Western Europe and the United States from World War through the Vietnam War. Beginning with the period of high modernism, major art historical movements and highly distinct aesthetic practices will be examined in order to foreground the complex relations that exist between art making and specific socio-historical contexts. Topics to be addressed include the development of the arts after World War II, the role of art in a consumerist and spectacle-driven society, the dematerialization of the art object, and the shift from late modernist to postmodern sensibilities. Students will be introduced to a range of theoretical models which foreground structural and formal investigations, as well as issues of social and historical analysis. Formerly titled "Contemporary Art."

ART 323
INTERMEDIATE PHOTOGRAPHY (PREREQ(S): ART 225 [MATERIALS FEE]
An extension of the skills acquired in Beginning Photography with an emphasis on additional photographic formats and documentary situations. PREREQUISITE(S): ART 225 (Materials fee)

ART 324
ADVANCED PRINTMAKING [PREREQ(S): ART 229 OR INSTRUCTOR PERMISSION]
An advanced course designed for students who have had previous technical experience with the various printmaking media. The goal of this course is to enable students to investigate personal concerns and objectives through an ambitious and concentrated body of work. An emphasis is placed on the development of personal imagery and aesthetic goals. Prerequisite: ART 229 or permission of the instructor.

ART 325
ADVANCED PHOTOGRAPHY (PREREQ: ART 323)
Exploration of advanced techniques and concepts. Emphasizes the role of photography as a significant contemporary art form. PREREQUISITE(S): ART 323. (Materials fee)
ART 326
ADVANCED VIDEO (CROSS-LISTED AS CMN 372) (PREREQ: ART 226) (FA & L LEVEL II)
Continued training in video with emphasis on sound, lighting, and special effects generating.
PREREQUISITE(S): ART 226.

ART 327
ADVANCED COMPUTER GRAPHICS (PREREQ: ART 227)
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.
PREREQUISITE(S): ART 227. (Materials fee)

ART 328
DOCUMENTARY PHOTOGRAPHY [PREREQ: ART 225 OR INSTRUCTOR CONSENT] [MATERIALS FEE]
Exploration of photographic concepts and techniques used in artistic, journalistic and sociological documentation. PREREQUISITE(S): ART 225 or Instructor Consent. (Materials fee)

ART 329
ADVANCED DIGITAL PHOTOGRAPHY [PREREQ: ART 225 and ART 101 or ART 227 or instructor consent] A computer-based exploration of photography employing digital cameras, digital scanning, photo-editing software and color printing. PREREQUISITE(S): ART 225 and ART 101 or ART 227 or instructor consent. (Materials fee)

ART 330
PRINTMAKING-ETCHING (MATERIALS FEE) (PREREQ: ART 105 AND ART 106)
An introduction to the various methods and techniques in the century old process of etching, with an emphasis on both traditional and modern approaches. PREREQUISITE(S): ART 105 and 106

ART 331
PRINTMAKING-SERIGRAPHY (MATERIALS FEE) (PREREQ: ART 105 AND ART 106) A beginning level course designed to teach the student the basic screen printing techniques, materials and equipment and their proper usage. PREREQUISITE(S): ART 105 and 106.

ART 332
TOPICS IN PHOTOGRAPHIC PRACTICE (PREREQ: ART 225) Focused investigations of specific aesthetic, technical or conceptual issues in the practice of photography. PREREQUISITE(S): ART 225 (Materials fee)

ART 333
COMPUTER APPLICATIONS FOR DESIGN: PRE-PRESS (PREREQ(S): ART 228 & 261) Build on skills learned in ART 228. Explores specific areas of graphics and design focusing on pre-press, and exposes students to advanced software. PREREQUISITE(S): ART 228 and 261

ART 334
SENIOR DESIGN PORTFOLIO (PREREQ(S): ART 228, 260, 261 AND 264) In this course senior students review previous course projects and prepare a final portfolio as well as their own design identity and a resume in preparation for job interviews and/or graduate school. Visiting design professionals will present their work to the class and share their experiences in the field. Students will also learn presentational techniques and methods for career development. PREREQUISITE(S): ART 228, 260, 261 AND 264

ART 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.

ART 336
EXPERIENCING MEXICAN ART
The history of Mexican art in the Modern era. Some sections of this course will engage students in studio problems that address specific issues in the history of Mexican culture.

ART 337
NATIVE ART OF THE AMERICAS
Surveys the art of indigenous cultures of the New World with an emphasis on the eras before Columbus.
ART 338
COLONIAL LATIN AMERICAN ART
This course will survey painting, sculpture, architecture, and the decorative arts in the Americas from contact with Europe up through independence movements of the 19th century. Special attention will be given to the intersection of artistic production with broad social, economic and political trends.

ART 339
CHICAGO ARCHITECTURE AND URBANISM (CROSS-LISTED AS MLS 481)
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.

ART 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.

ART 343
JAPANESE ART (CROSS-LISTED AS MLS 471)
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.

ART 344
ADVANCED MIXED MEDIA (PREREQ(S): ART 105, 106, 110 AND 245)
This course is the sequel to ART 245 Mixed Media Painting and as such is a content driven course with emphasis on understanding medium and material as symbol and idea. The course will offer students a more in-depth understanding of materials and techniques studied in ART 245 as well as prepare them for more conceptually advanced work in painting. PREREQUISITE(S): ART 105, 106, 110 and 245.

ART 346
TOPICS IN ART AND ARCHAEOLOGY
This course addresses issues of archaeology relevant to the study of visual culture from the ancient to the contemporary world. These courses are cross-listed with the Department of Anthropology and are the equivalent of 300-level Art History credit.

ART 347
AFRICAN ARCHITECTURE
This course examines a wide variety of issues pertinent to the study of architecture in Africa, highlighting above all else the diversity of traditions across the continent. Weekly themes are defined at times by materials, technology, type, geographical region, culture, or specific architectural elements. Examples of subjects studied include: earthen mosques of Mali; subterranean residences in Burkina Faso; nomadic tents; impluvial and courtyard traditions of Nigeria and Senegal; mural painting in Burkina Faso, Nigeria, and South Africa; Ethiopian rock cut churches; imperialist exploitation of Great Zimbabwe's legacy; and coral architecture of the Swahili Coast.

ART 348
ART AND DESIGN III: PRACTICAL APPLICATIONS: CLIENTS AND COMMUNITY (PREREQS: ART 101,105,228 & 261)
This course is designed for students to further explore complex information systems, processes, tools, and materials involved in the client-based component of visual communication. Students and establish real client contact that provides them with the skills to evaluate effectively the communication needs of an organization or business, develop design solutions that fulfill those needs, and negotiate the process between designers and clients. Objectives of the course will include: improving student's developing design skills at an advanced level, creating awareness of and employing current design trends, continuing development of independent working habits, utilizing both hand-skills and computer as a design tool, and completing perfectly crafted portfolio projects. PREREQUISITES: ART 101,105,227, 228, 260, 261 and 264.

ART 349
SPECIAL TOPICS IN GEOGRAPHY AND URBANISM
This course covers a variety of topics that focus on the intersection between geography and the built and planned environment. Topics covered range from architectural problems to urban planning to the built environment in general as a social product.
ART 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.

ART 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.

ART 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.

ART 358
ART AND DESIGN II: WORD AND IMAGE (PREREQ(S): ART 101, ART 105, ART 227, ART 260 AND ART 264)
This course explores design problems in visual communication through word (text) and image (digital, photographic, collage, video) primarily based on the student's own research and writing. Historical word/image art models including dada, surrealism, futurism and contemporary communication and design art are studied as models for the generation of projects. This intermediate level course requires previous mastery of basic design concepts and typography as well as both, hands-on and basic computer graphics skills. PREREQUISITE(S): ART 101, ART 105, ART 227, ART 260 and ART 264. Materials Fee.

ART 359
PUBLICATION DESIGN (MATERIALS FEE) [PREREQ(S): ART 227,260,264,261 & 228 OR CONSENT]
Design of magazines, catalogs, and annual reports. Emphasis placed on research methodology, conceptual approach and audience. Knowledge of computer applications and typography are assumed. Prerequisites(s): ART 227, 260, 264, 261 & 228 can be taken simultaneously or Consent of Instructor.

ART 360
ILLUSTRATION (MATERIALS FEE) (PREREQ(S): ART 101, 105, 106 AND 227)
Investigation of black-and-white and color media and introduction to the techniques, imagery, and functions of illustration in graphic design. PREREQUISITE(S): ART 101,105,106 and 227.

ART 361
PACKAGE DESIGN (MATERIAL FEE) (PREREQUISITE: ART 101, 105, 227, 260, 261 AND 264)
Focuses on current design trends with projects utilizing properties of materials such as paper, plastics, and glass. PREREQUISITE(S): ART 101, 105, 227, 260, 261 and 264.

ART 362
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.

ART 363
ADVERTISING DESIGN (PREREQ(S): ART 101, 105 , 227, 260 & 264) [CRS-LST W/ CMN 356) [MATERIALS FEE]
Explores the function and practice of design in advertising in social and art historical context. PREREQUISITE(S): ART 101, 105, 227, 260 and 264. (Materials fee)

ART 364
COMPUTER APPLICATIONS IN ART (PREREQUISITE: ART 101, 105, 106 AND 110)
Use of Photoshop and Illustrator in the design and execution of paintings, drawings, and prints. PREREQUISITE(S): ART 101, 105, 106 and 110. (Materials fee)

ART 365
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.

ART 366
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.

ART 367
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.

ART 368
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.

ART 369
TYPOGRAPHY II (PREREQ(S): ART 101, 105, 227, 260, 261 AND 264)
Advanced investigation into typography and text for verbal and visual expression. PREREQUISITE(S): ART 101, 105, 227, 260, 261 AND 264. (Materials fee)

ART 370
HISTORY OF PREMODERN ARCHITECTURE
Social, economic and political history of European and Mediterranean 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.

ART 371
HISTORY OF MODERN ARCHITECTURE
World 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.

ART 372
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.

ART 373
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.

ART 374
CATHOLIC CHURCH ARCHITECTURE IN CHICAGO
This course, which is being offered jointly through the Department of Art & Art History and the Catholic Studies Program, presents a selection of the jewels among Chicago's architecturally significant Catholic churches and related sites of interest. The class meets in a nontraditional time slot of three hour afternoon sessions in order to benefit from field work, which is administered through the Catholic Studies Program and in partnership with CTH 202: "Catholicism in Chicago." This field work encourages the student to think of architecture and its decorative programs as extensions of the city's own history, while emphasizing the contributions of the city's own history, while emphasizing the contributions of the city's various immigrant groups. This approach, moreover, advances the student's knowledge of art and architectural history in general, since the majority of Chicago's great churches of the 19th and early 20th centuries were inspired by and modeled after European monuments dating from classical antiquity through the Baroque period. What hinges together this high art of the European past with Chicago, moreover, were prevailing trends favoring "art historical revivals" or "historicism" - such as that practiced at the Ecole des Beaux-Arts in Paris-and which, in turn, were exploited by Chicago's Catholics out of their desire to forge positive group identities in a dominant Protestant world. By thus using architecture and architectural history as the principal armature of the course, the student is invited to explore a fascinating interplay between art, history, religion and society, and come to terms with what culture does and signifies in one's own milieu.

ART 375
HISTORY OF FILM [A&L] [CROSS-LISTED AS CMN 207]
An introduction to film history, analysis and criticism; viewing and discussion of a wide range of films from different eras and traditions.

ART 376
HISTORY OF PHOTOGRAPHY
Photohistory 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.

ART 377
PHOTOJOURNALISM (cross-listed as CMN 276)
Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes within the context of photojournalism. Cross-listed as CMN 276.

ART 380
ART HISTORICAL THEORY AND METHODOLOGY (PREREQ: SENIOR STANDING IN ART OR JUNIOR WITH PERMISSION)
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. Formerly ART 357. PREREQUISITE(S): Senior standing in Art & Art History. Juniors with instructor's permission may also attend.

ART 381
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. FORMERLY ART 356

ART 382
MUSEUM STUDIES
Introduces art historians to the theory and practice of exhibition management and curatorial principles. Stresses organization, research, care and presentation of exhibitions through project-oriented study.

ART 383
SERVICE LEARNING IN THE ARTS INTERNSHIP
This course seeks to expose the student to the workings of a professional artist or art historian in order for the student to both gain professional experience in the concentration area of their degree and to be of service to a community group that can use the student's help. Students will be assigned an internship in consultation with the instructor and meet several times during the quarter to reflect on their service experience with other interns.

ART 385
WEB DESIGN I (PREREQ(S): ART 101, 105, 227, 260 AND 264) [MATERIALS FEE]
The course is designed to provide a comprehensive base of knowledge on HTML, Dynamic HTML and Javascript by using Macromedia Web design application programs. Students will learn the process as well as skills needed to develop an appealing and functional Web pages. PREREQUISITE(S): ART 101, 105, 227, 260 and 264

ART 386
WEB DESIGN II(PREREQ(S): ART 228, 264 AND 385)
This course provides an in depth exploration on web authoring. Students will explore advanced HTML, Javascript as well as creating interactive site using Macromedia Flash. PREREQUISITE(S): ART 228, 264 and 385.

ART 387
MULTIMEDIA DESIGN (PREREQ(S): ART 101, 105, 227, 228 AND 264)
The course introduces students to a grounding in the design and execution of intensive multimedia project using Macromedia Director. Students will learn to combine text, images, sound within 4D environment. PREREQUISITE(S): ART 101, 105, 227, 228 and 264.

ART 389
EXPERIMENTAL VIDEO [A&L]
An advanced level course designed to introduce students to the uses of video within a variety of artistic
practices including installation, projection and performance as well as linear, single-channel non-narrative, non-documentary pieces. This course will take a "theory/practice" approach. Instruction will combine a study of the historical uses of video in the art world as well as theoretical and critical perspectives on the practices of a wide range of artists who use video. Hands-on application of these concepts will be applied to the students' own work, culminating in a finished project by the end of the term which will be edited in the computer application Dreamweaver, Flash and Fireworks. Basic literacy with Macintosh platform is required.

ART 390
ADVANCED STUDIO PROBLEMS (PREREQ: JUNIOR OR SENIOR STANDING IN ART)
Intensive studio experience for students who have completed the requirements in their media specialty. PREREQUISITE(S): Junior or senior standing in Art & Art History.

ART 392
SENIOR STUDIO SEMINAR (PREREQ(S): SENIOR STANDING IN ART; JUNIORS MAY ALSO ATTEND WITH PERMISSION)
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(S): Senior standing in art. Juniors with instructor's permission may also attend. (Materials fee)

ART 393
SENIOR DESIGN SEMINAR (PREREQ(S): ART 101, 105, 227, 228, 260, 261 AND 264)
Geared towards graduating graphic and advertising design students who want to learn how to put together a sum, self-promotion piece, and a portfolio. Emphasis is placed on finding a job in the advertising and graphic design fields. PREREQUISITE(S): ART 101, 105, 227, 228, 260, 261 and 264)

ART 394
PROFESSIONAL PRACTICE IN THE STUDIO (PREREQ(S): SENIOR STANDING IN ART; JUNIORS WITH PERMISSION)
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(S): Senior standing in Art & Art History. Juniors with instructor's permission may also attend.

ART 395
SPECIAL TOPICS IN STUDIO PRACTICE
Focuses on studio specialties and techniques not encompassed by the general art curriculum.

ART 396
INTERNSHIP (PREREQ: JUNIOR OR SENIOR STANDING IN ART)
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(S): Junior or senior standing in Art & Art History.

ART 397
SPECIAL TOPICS IN ART HISTORY [PREREQ(S): 100 OR 200 LEVEL ART HISTORY COURSE OR INSTR CONSENT]
Focused study on a specific topic from the history of World art. PREREQUISITE(S): 100 or 200 level Art History Course or Instructor's Consent.

ART 398
RESEARCH SEMINAR IN ART HISTORY (PREREQ(S): JUNIOR OR SENIOR STANDING IN ART)
Concentration on a specific area of art in order to investigate research problems and to learn advanced research skills. PREREQUISITE(S): Junior or senior standing in Art & Art History.

ART 399
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.

Arts and Ideas
Arts and Ideas

AI 102
CORPORATIONS, RESPONSIBILITY, AND THE HOLIDAYS
American corporations often promote large scale relief efforts for their communities around the time of the December holidays. What motivates these efforts? Who benefits? Are corporations really responsible for the communities in which they do business? How can individuals participate in these efforts? In this course, students will examine contemporary theories of social ethics, and will apply them to the corporations we create, staff, and support. Students will also consider the role their individual roles in community relief efforts. This course meets for five on campus sessions during the December term. Students may take this course for one of the following competences: A3X, H2X, FX. Faculty: Donna Steele

AI 111
AL9/EXPERIENTIAL LEARNING EVALUATION: ARTS OF LIVING

AI 112
AL0/EXPERIENTIAL LEARNING EVALUATION: ARTS OF LIVING

AI 122
A1 /EXPERIENTIAL LEARNING EVALUATION: INTERPRETING THE ARTS
A1 /Experiential Learning Evaluation: Interpreting The Arts

AI 123
A2 /EXPERIENTIAL LEARNING EVALUATION: CREATIVE EXPRESSION
A2 /Experiential Learning Evaluation: Creative Expression

AI 124
A3 /EXPERIENTIAL LEARNING EVALUATION: REFLECTION AND MEANING
A3 /Experiential Learning Evaluation: Reflection And Meaning

AI 125
A4 /EXPERIENTIAL LEARNING EVALUATION: CONTEMPORARY ETHICS
A4 Ethics in the Contemporary World. Can analyze a problem using two different ethical systems.

AI 126
A5 /EXPERIENTIAL LEARNING EVALUATION: CREATIVITY
A5 Creativity. Can define and analyze a creative process.

AI 142
IMAGES OF ETHNICITY: FAMILY HISTORIES AND PUBLIC PERCEPTIONS
Students will examine the history of their own immediate family against the backdrop of their ethnic identity. To do this will require gathering genealogical information, visual images (family photographs, newspaper or magazine articles, possibly drawings), oral history (interviews with family members) which reflect the often contradictory forces of cultural preservation and assimilation. Personal investigations will be integrated with original research from local ethnic museums and institutions, the Chicago Historical Society and web-based archives. This research will provide context for your 'tribe's' experiences in Chicago, a city called 'the most ethnically aware in America.' For your final presentations, you will produce a documentary using Microsoft PowerPoint incorporating images, text, voice-over narration and interviews. Scanning services will be provided of existing flat work (photos, etc.) for inclusion in the PowerPoint (Please note that prior experience with PowerPoint is NOT a prerequisite for this course). A reflection paper will also be required describing your research methods and reflections on how you view yourself in the 'melting pot' or, in the new paradigm for a multicultural America, 'the tossed salad.' Competences: A1B, A5, H1X, H3X, S3X Faculty: Michael Boruch

AI 143
A POEM OF ONES OWN: READING AND WRITING POETRY
Ever wondered why it is so hard to read poetry? Ever thought about what marketing, medicine, plumbing, and poetry have in common? Come to 'A Poem of One's Own' and find out. In this class we'll ponder the nature of creativity; we'll discuss and practice techniques for reading, analyzing, and enjoying a wide array of poetry;
we'll think about how the poems we read connect to our life experience; and we'll write our own poems and revise and revise them again as we learn something about the process of poetic creation. The class will be a mix of discussion, workshop, audios, film and short lectures. The workshop will include small groups. Competencies: A1C, A2A, A1A, and A5. Faculty: Ann Stanford

AI 144
INTRODUCTION TO AMERICAN ART AND ARCHITECTURE
This course will introduce students to the cultural heritage of a nation built on ethnic diversity. From its early European roots to a nation known as a leader in the contemporary art world, this course will examine significant works that have established themselves as representatives of the various periods in American art and culture. Selected works from the Colonial Period, Federal Period, Early Modernist and Postwar Modernist Periods will be introduced. Artists such as Samuel F.B. Morse, John Singleton Copley, John Singer Sargent and Jackson Pollock as well as architects such as Frank Lloyd Wright and Luis Sullivan will be introduced. Competencies: A1A, A1E, A1B, A1G. Faculty: Phyllis Kozlowski

AI 145
THE ARTIST AND THE MODEL
In this course, students will use models to study and create art. No previous art experience required. Competencies: L7, A1A, A1E, A2D. Faculty: Alan Cohen

AI 145
DOCUMENTARY FILM
Since the invention of the camera, people have used it to document and preserve a moment in history, and to reveal the tragedies and delights of the world around us. Enthusiasm for documentaries has grown tremendously in recent years, achieving a relevancy and popularity that would have been hard to imagine not long ago. This course is intended as an introduction to the documentary form while exploring its relationship to society. Each class session consists of lecture, film screenings, and discussion. Works screened survey the history and range of documentary expression including the classics, as well as examples of challenging work by independent film and videomakers. Along with a consideration of their artistic style, structure and subject content, we will explore the social and political relevance of the films and attempt to assess their historical impact. This course challenges students to develop a critical eye, and to deepen their appreciation of the documentary vision. Competencies: A1X, A5, H1X,H2X. Faculty: Gary Fox

AI 146
IMAGISM AND POETIC VISION IN PLAYWRITING
In this course, students will be inspired to write from within, from the depth of their core. The course will take students on a journey into a world where they will comprehend the incomprehensible, and hear the inaudible. Students will present their intellectual and emotional complexities through words. The result of the journey is a liberation from the limitations of time and space. Through introspective exercises, students will gain an aesthetic appreciation of life. The course will focus on the intensive writing and reading of plays. Competencies: A-2-A, A-5, H-3-F, S-4. Faculty: Ezzat Goushegir

AI 147
ETHICS: HOW GOOD PEOPLE MAKE TOUGH CHOICES
Through life's many lessons, we have learned how to make a decision between what is the right thing to do and what is simply wrong. We can differentiate between good and evil, truth and lies, etc. However, most of our dilemmas do not stem from deciding the correct path, when we are faced with right and wrong decisions. What most often puts us into a quandary is deciding between what is right and what is right. In other words when good people are faced with tough choices, on what basis do they make their decisions? In an era of perceived ethical incertitude and moral skepticism, students will examine how decisions are made based on one of many ethical systems. Students will learn about various ethical systems, and ethicists, such as utilitarianism, deontology, Kant, Aristotle, and Gillian, just to name a few. By the end of the course students should be able to apply their knowledge of moral, ethical and social issues, and have a better understanding of how the tough decisions they make could impact others. Competencies: A1X, A4, A3C, A3X, FX. Faculty: Christine Hayda

AI 148
HOW TO BE A CULTURAL ACTIVIST
Freedom of expression vs. censorship. The artist as agent of change or entertainer of the privileged. Intellectual property vs. freeware. The Slow Food movement vs. Globalization. Teaching evolution or creationism. Public education vs. home schooling. These are just a few of the controversies that swirl around the arena of American culture. There are many groups working to preserve the widest access to the arts, culture and means of expression. This course has a definite point of view: which is that creativity is an
culture and means of expression. This course has a definite point of view: which is that creativity is an essential component of a vital democracy. If you believe that creativity should be a national value and national priority - then this course will show you several ways to translate your concern into meaningful action. During this course students will be given an introduction to community organizing strategies and tactics and will be exposed to a number of cultural policy controversies and the key players who are working to make a difference in those areas. We will hear firsthand from cultural activists and learn how to be effective organizers for cultural democracy. This class will combine readings, class exploration and an out-of-class research project where students will pick a cultural cause that is meaningful to them and organize a small event or action around that issue. Competencies: A3X, A5, H1I, H2X. Faculty: Thomas Tresser

AI 149
CHINAS VANISHING CULTURES
China is the world’s fastest growing economy. While economic benefits of its rapid development are clear, what risks are involved in such rapid cultural change? What happens when ancient traditional cultures are devastated by hasty development? What is the human cost of such losses? This course asks students to consider these questions as they encounter regions in China that recent economic development has not yet completely altered from their traditional state. Students will gain valuable understandings of religion, art, history and culture by engaging with present day China while unraveling its rich and complex past. Through visits to cultural centers and interactions with local people, we will experience ethnic minorities in the Kunming area of Yunnan Province, attend a major cultural festival in Ulan Bator, Mongolia, and end the journey with a train ride on the Trans Siberian Railway across the Great Wall into Beijing. Competences: A1E, A1H, H1B, H1E,H5, E1, E2, L10, L11. Faculty: Susan McGury

AI 150
IRANIAN WOMEN WRITERS AND FILMMAKERS
In this course, students will read the fiction of Iranian women authors and watch films by women directors, who have confronted the censorship, by creating new ways of resistance. Students will respond to these works and research, discuss and reflect upon the social, political and gender context. They will be required to give an oral report on an author or a film of choice, or a written essay. Competences: A1E, A5, H1X, H3B. Faculty: Ezzat Goushegir

AI 151
EXPERIMENTAL PLAYWRITING
The art of seeing has to be learned. In this course, students will explore the possibilities of looking at things differently. By the new way of seeing, they will have a chance to root and challenge BODY, DREAMS, and DEATH in order to find freedom, joy and life. The new language will be born by listening to the mysterious language and music of our body and dreams. The course will focus our body and our desires, and journeying into the origin of words, in order to challenge the old for the new. Students will write many exercises, read works by playwrights such as Helene Cixous and Marguerite Duras, and compose short dramatic pieces of their own. Competences: A2A, A5, H3F, S4. Faculty: Ezzat Goushegir

AI 152
EXPLORING THE ART MUSEUM
This course is designed to introduce students to the art museum as a source of lifelong learning. The museum will be presented as a resource for studying art, first by discussing the purpose, organization and function of art museums and, second, by offering insight into their collections, based on a focus on famous paintings from their collections that have established themselves in western culture. Students will use both paper-based and internet resources to determine the process of selection of art works for their historical, iconographic and symbolic meanings and be able to place them in their historical and chronological context. Competences: A1A, A1B, A1C, A5. Faculty: Phyllis Kozlowski

AI 153
FOLK ART: REFLECTIONS OF DIVERSE CULTURES AND TRADITIONS
This course is designed to acquaint students with works of folk art and to provide an approach to understanding and appreciation through knowledge of kinds of folk art, of its purposes, techniques, form, and content. The course is designed to sensitize the student to the variety of folk art and their importance in the time and culture in which they were created and their importance in contemporary civilization. The theory, history, and mechanics of folk art plus a survey of the major developments in the visual folk arts, and their respective aesthetic criteria are explored through reading and discussion. Visuals in museums, local collections, community-practicing artists, book visuals and visuals on line are used as resources. This course is NOT offered for A2A (requires the production of artwork). Competences: A1B, A1H. A1E, A1D, A1X. Faculty: Linda Hightower

AI 154
BANKS AS PATRONS OF THE ARTS
In Banks as Patrons of the Arts, students will consider the larger role of banks and other corporation with respect to community, especially as provider, preserver, and procurator of the visual arts. Throughout history, banks have led the way in the commissioning, procurement, and dissemination of works of art. Money, power, spirituality and aesthetics have been important elements in the preservation of art in various cultures. The focus of this course is this dilemma. Who creates visual images? Who preserves them? How does the public come to know of them and appreciate them? Where does the corporation fit in this puzzle? How has this question been handled in history? Must commerce and aesthetics be opposed? Do powerful organizations such as banks have a responsibility to develop and protect our visual heritage? Is there a middle ground where beauty and profit can coexist? Competences: A1A, A1X, A2B. Faculty: Susan McGury

AI 155
ANALYZING LEADERSHIP
This course provides a framework from which to identify and analyze ‘leadership.’ Leadership occurs in all aspects of life, including: business, politics, sports, society, religion, family, education, and culture. But what is leadership? The Merriam-Webster on-line dictionary defines leadership as "the act or an instance of leading," which provides us with little insight. On further investigation, however, the dictionary defines "lead" as [guide] on a way especially by going in advance. Where there is a leader, then, someone or something must follow. This course first explores the interrelationship between a leader and his or her followers and looks at the effect they have on each other. “Good” leadership traits (i.e., effective) and “bad” leadership traits (i.e., ineffective) are then studied from the perspectives of the leaders, the followers, and outsiders. Finally, this course takes a look at leadership from an international perspective. Competences: H-1-C, H-5, A-3-X, F-X. Faculty: Elizabeth Bleakley

AI 156
FILM COMEDY, AMERICAN STYLE
Since the beginning of cinema, movies have made audiences laugh, and comedy is still the most prevalent film genre around the world. What were the earliest movie comedies like, and has film comedy gotten more “sophisticated”? Is comedy universal (does everyone laugh at the same things)? What lies beneath laughter? What does it mean for something to be funny? What forms of comedy lend themselves particularly well to movies? Do great movie clowns (e.g. Charlie Chaplin, Mae West, and Jim Carrey) or great comedy directors have anything in common? This course investigates film comedy from these various perspectives, based on American films ranging historically over the 20th century, and on readings from film critics, psychologists, and philosophers. Students who complete this course will have a good working knowledge of American film comedy-its history, its status as a genre, its social and psychological functions, and some of its landmark films and creators. Through readings, writing assignments, and lecture-discussions, students will also become conversant in a few key theories of comedy, and begin to consider them in the context of films. Competencies: A-1-C, A-1-D, H-1-X, H-2-G. Faculty: Gary Fox

AI 157
CATHEDRALS OF ENGLAND: A PILGRIMAGE (TRAVEL COURSE)
Cathedrals of England: A Pilgrimage (Travel Course)The inspiration and faith that combined to produce the magnificent cathedrals in Great Britain are worthy subjects for students of art, history, architecture and religion. Our journey of discovery will begin in London and move southward to St. Albans and Canterbury, then on to Gloucester, Lincoln, Durham, with an overnight stay at Holy Island (Lindesfarne) the site of an 8th century Abbey accessible via footpath by day and only by boat after the tide comes in. We will focus on exploring a sense of space as a place for spiritual awakening and renewal, and make connections to our readings and discussions. Competencies: LEX (L10,11), E1,E2, A1A, A1C, A5, H1E, H2B. Faculty: Susan McGury.

AI 158
DOCUMENTARY PHOTOGRAPHY AS HISTORICAL RECORD
Can any photograph from the past be described as a document? The word "document," like the photograph itself, implies “truth.” But information, written or visual, requires context and interpretation. What we take from photographs depends upon the things we bring to them... foremost being our personal and group perceptions of the world. Did photographer Mathew Brady shape his Civil War coverage for his Northern audience? How were these images seen differently through the eyes of the defeated? And what stories are they telling us and future audiences? Photographs can inform words. Words contextualize photographs. In this class we will examine this relationship and how interpretations of camera images have shaped our lives. Competences: A1E, A2D, H1A, S3A. Faculty: Michael Boruch

AI 159
UNDERSTANDING THE WORLD’S GREAT MOVIES
Cinema is a communication mode that warrants our attention. Through the examination of great international artists and their art, much can be learned about cultures that we have not visited. Since our experience of film is mediated by our own experience of each work and by our own curiosity about its creator, during this course our attention will focus not only on film as an artistic expression, but on the experiences of the director, and the circumstances that caused her/his films to be created. Throughout this course the learner will become familiar with internationally known film directors, their works, and the historical background that inspired them to produce their art. Class meets first six weeks of the quarter from 12:30 to 4:30. Field study assignment will be given to make up remainder of class time. BA-1999 Competencies: A1E, A3C, H1F, H5, A5. Faculty: Rebecca Schwan.

AI 160
ITS ONLY ROCK AND ROLL: MAKING MUSIC THE OLD FASHIONED WAY
For many, music is an integral part of everyday life. It is also deeply ingrained in most cultures. Music is used by individuals, businesses and societies to entertain, soothe, excite, and arouse. Music is basically a series or combination of pleasing sounds but how is music made? How do we know what is pleasing and what is not? The answers to these questions and others demonstrate that music is also a field where science and art meet. In this class, we will explore how sound is physically created and how specific sounds have been turned into music over the centuries. Through experimentation, we will examine the physical and mathematical properties of sound and musical instruments. We will also create simple musical instruments and share the experience of creating musical pieces. No musical experience is needed to take this class. This class is a hybrid course that will meet every two weeks for a total of 5 times. Students will be expected to attend every class meeting as well as regularly participate in the class using the Blackboard website. Competences: A-5, A-2-X, S-2-X, S-1-X, F-X Faculty: John Hemmerling

AI 161
MALE SEXUALITIES IN AMERICAN CINEMA
This course examines how male sexuality has been defined, constructed, and explained historically in American film culture, with specific attention to the promotion and audience reception of individual male stars. We will read film history, reviews, and studies of gender and sexuality, examining the sometimes quite ambiguous cultural borders that distinguish identities and behaviors labeled as gay, straight, masculine, and feminine. Each class includes the screening of a feature-length film, and we will focus upon such actors as Paul Robeson, John Wayne, James Dean, Marlon Brando, Montgomery Clift, Mel Gibson, John Travolta, and Keanu Reeves. Students will have opportunities to work on projects tailored to their own interest in the subject matter. Class will meet from 6:00 - 9:30 p.m. because of in-class film screenings. BA-1999 Competencies: A1E, H1B, H1F, H2G, H3B, H4. Pre-1999 Competencies: ALH, HC2, HCC, HCD, HCG. Faculty: Michael DeAngelis.

AI 162
LEADING WITH STORIES
One of the most challenging roles for many leaders is communicating in ways that engage the heads and hearts of employees, associates or others whose support and commitment are crucial to accomplishing tasks and achieving strategic goals. This course present storytelling as an age-old way to convey important information in a memorable and meaningful way. The course serves as a laboratory where students use their own organization and their own communication challenges as a backdrop for learning. In addition to material presented by the instructor, students will learn from each others’s experience and insights, through readings, class discussions and assignments involving their workplace. The goal of the course is to equip leaders with the knowledge and skills to hear and understand the meanings of stories in their organizations and to sue storytelling as a leadership practice.

AI 163
THE INDEPENDENT FILM MARKETPLACE
This course will study in depth how the independent film marketplace operates in the shadows of Hollywood’s global blockbuster business. It’s a distinct movie business with it’s own sensibility and economic model revolving around ever-shifting notions of artistic freedom, guerrilla-style filmmaking and risky ideas. The course will examine what exactly constitutes an independent film today, how films are financed, the current distribution network, the selling and buying of films at festivals and what it takes to compete as a filmmaker in this very competitive industry. We will also discuss marketing strategies used by distributors, the economics of operating an art theatre, how revenues work in video and television markets and case studies of two documentaries which received theatrical releases. BA-1999 Competencies: H1C, H2F, H4, FX. Pre-1999 Competencies: HC3, HCG, HCQ, WW.

AI 164
CREATIVITY
What is creativity? Where does it come from? Do we all have it? Can we cultivate it? These questions and more will be explored as we define the concept of creativity; identify, analyze, and describe the components of a creative process in varied fields; and, explain how engaging in a creative process affects our perception of the world. BA-1999 Competencies: A5.

AI 165
PRAIRIE CHRISTMAS
This class will feature a participative look back at Christmas in America in the 19th century (primarily) in the Chicago area. Five three-block class hours will lead students through a discussion of 19th century Christmas tradition. The class will be channeled through some lecture and discussion, though the focus will be on making Christmas decorations and gifts of the period. The class will decorate a communal tree, create a Christmas annual and make small gifts. The annual will be comprised of short Christmas writings from class participants. The course will examine how traditions are changed over time. May be taken for only one competence. Competencies: A2X, A3X, A5, H1H.

AI 166
PRODUCING THE LIVE PERFORMING ARTS EVENT
This class will transform itself into a mini-production unit and actually produce a live event for the general public. The class will learn the basics of producing a live event, including planning, casting, production logistics, publicity, sponsorship, and audience development. The class will choose what it wants to produce, and then it?s nine weeks to opening night! Competencies: L7, A1B, H2C, FX. Faculty: Tom Tresser.

AI 167
DIGITAL PHOTOGRAPHY
Students learn in this course to take artistic digital photos. They will analyze photos they have taken prior to the course and discuss if they fulfill criteria to be seen as art. Several theories of artistic expression will be discussed. Rules of composition, light, exposure, colors, etc. will be reflected on. In a second step the students will develop the competence to alter their digital photos with a program like "Photoshop Elements". They will be able to change the expression of their photos, combine different shots, creating their personal piece of art. As a final product students, will create a portfolio with about 5 photos including detailed descriptions of their work. Competencies: A5, A1X, A2D, A2X. Faculty: Hartwig Stein

AI 168
THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960'S
The late 1960s is often described as a time of a "Sexual Revolution" in America, with loosening standards and attitudes about sex and sexual practices. But was this period as "liberated" it has appeared to be? Who was liberated by these new attitudes, and from what? How do attitudes about sexuality in the 1960s compare to our attitudes now? This course uses the study of American cultural history to examine perspectives of sexuality in the 1960s, and it focuses upon the films that Hollywood produced at this time to represent this "new" sexuality. The course includes weekly in-class screenings of feature films from the period, such as THE GRADUATE, BOB & CAROL & TED & ALICE, THE BOYS IN THE BAND, CARNAL KNOWLEDGE, MYRA BRECKENRIDGE, VALLEY OF THE DOLLS, SHAFT, and MIDNIGHT COWBOY. (the class lasts 3-1/2 hours because of the in-class screenings). Competencies: A1A, A1E, A5, H1F, H2G, H4.

AI 169
ETHICS, LAW AND JUSTICE
Over the course of its existence, the United States has grappled with reconciling its constitutional promise of justice and equality for all with the stark realities of race and gender discrimination. The Supreme Court of the United States, in hearing the legal side of these very human concerns, has played a crucial role in narrowing this disparity. Two landmark United States Supreme Court cases, Brown v. Board of Education and Casey v. Planned Parenthood, will provide students the opportunity to study and assess the reasoning that Supreme Court Justices employ to transform such thorny, complex, and potentially subjective issues into judgments that guide the nation. To gain a historical and analytical sense of these cases, students will first be exposed to general argumentative concepts, as well as various philosophical readings. Students will also be asked to assess and discuss the impact that these decisions have had on the current status of African Americans and women in modern American society. Competencies: A3C, A3G, A4, H4.

AI 170
DOCUMENTARY FILM
Since the invention of the camera, people have used it to document and preserve a moment in history, and to reveal the tragedies and delights of the world around us. Entertainment for documentaries has grown tremendously in recent years, achieving a relevancy and popularity that would have been hard to imagine not long ago. This course is intended as an introduction to the documentary form while exploring its relationship
to society. Each class session consists of lecture, film screenings, and discussion. Works screened survey the history and range of documentary expression including the classics, as well as examples of challenging work by independent film and videomakers. Along with a consideration of their artistic style, structure and subject content, we will explore the social and political relevance of the films and attempt to assess their historical impact. This course challenges students to develop a critical eye, and to deepen their appreciation of the documentary vision. Competencies: A1X, A5, H1X, H2X. Faculty: Gary Fox

AI 171
EXPLORATIONS IN INTERNATIONAL CINEMA: ISSUES OF CULTURE AND DIVERSITY
This class offers students a chance to examine and critique outstanding films from a wide variety of cultures. The learning experience and critique will focus on acting, design and direction in addition to the cultural and social issues explored in the films. Students will be asked to enhance each other's knowledge about the artistic and technical aspects of the films as well as the themes in global culture they examine. BA-1999 Competencies: A1A, A1C, H1X, H5. Pre-1999 Competencies: AL1, AL3, HCF.

AI 172
MAKING POEMS: AN INTRODUCTION TO VERSE
Making poems will be a creative writing offering that teaches metrics and verse forms, poetry the old-fashioned way. Topics will include metric feet, rhyme, lines, and verse forms. For example, students will learn about the iambic foot, write some iambic lines of various lengths, and finally use the iambic line to write a sonnet. Rap poetry with its structured rhythms and elaborate rhyming is another possibility. This "formalist" approach promotes a kind of creativity that is strongly infused with craft and discipline in contrast to the "spoken word" or confessional approaches to making poems. Competences: A1C, A2A, A5. Faculty: Tom Sullivan

AI 173
WESTERN FILMS
Interested in learning to write about film? The Western is a particularly creative and powerful medium for exploring dynamic social and cultural issues. It is particularly open to examining the nature of creative expression, social and historical contexts, and power relations among different groups. The Western provides wonderful and exciting topics for learning about the arts of analyzing and writing about film. We are going to saddle up and ride out, approaching the Western from viewpoints of how one can write about film, exploring various rich issues of creativity, society, history and power. Possible examples of films are High Noon (1952), Shane (1953), Sergeant Rutledge (1960), Cheyenne Autumn (1964), Valdez is Coming (1971), Pale Horse, Pale Rider (1985), Unforgiven (1992). BA-1999 Competencies: A5, H4. Faculty: J. Warren Scheideman

AI 174
WORLD LITERATURE
In this team-taught course, we will examine masterpieces of world literature, including principal works from selected literary periods and traditions. The first half of the course meets at Truman College and the second half at the Loop Campus and lasts a total of approximately 15 weeks. You may register for up to three competencies for this course. BA-1999 Competencies: A1B, A1C, A1D, A1E, A2X, A3G. Pre-1999 Competencies: AL3, ALC, ALF, ALH, ALI, ALR.

AI 175
SOCRATES AND THE GREEK MIND
This seminar is devoted to the analysis of the great dialogues written by Socrates' famous student, Plato. In these works lie many of the keys to understanding the western world. They also illuminate much about ancient Greek culture. An appreciation for these great dialogues and their cultural significance is an essential part of higher education. The next time someone mentions Plato's Cave, you'll be in-the-know! Competencies: H1E, H3I, A1E, A3G, A4, L7. Faculty: Corinne Benedetto

AI 176
CREATIVE WRITING
Designed to help you explore the art of writing stories, either stories that are "made-up" or stories based on lived experience. You will be required to complete six fiction-writing exercises, and either one short story, one autobiographical story, or one story based on an oral history collected by the you. In addition, you write a final essay in which you reflect on your learning and experience in the course. Competencies: A1C, A2A, A5, H1X, H3B. Faculty: Molia Dumbleton.

AI 177
LAW AND JUSTICE IN DRAMA
Drama is an ideal vehicle for portraying conflict. As such, it is fertile ground for exploring differences in
Drama is an ideal vehicle for portraying conflict. As such, it is fertile ground for exploring differences in points-of-view regarding law, justice, fairness, power and the rights of individuals vs. the demands of the state or community. This course will deal with themes of law and justice as they appear in great works of dramatic literature. We will read and discuss these works with an eye toward theme, historical context, and the craftsmanship and creativity of the playwright. We will also reflect on the way in which theatrical design elements (lights, set, costumes, music) bring each work to life. For the final project of the course each student will be asked to choose a play not read in class and analyze it using the guidelines we have developed in class. Plays under consideration are Sophocles's "Antigone," Shakespeare's "The Merchant of Venice," "Miller's "The Crucible" and Lee's "To Kill A Mockingbird." This one -competence, five-week course will be offered for the H-4 and A-5 competences.

AI 178
THE ART OF LIVING: ACHIEVING FULFILLMENT DURING LIFE'S TRANSITIONS
Achieving fulfillment during life's transitions can be a daunting task. This course is intended to help students understand, address and take advantage of planned and unplanned career and lifestyle changes and opportunities. Special attention is given to methods for achieving personal fulfillment goals. Students examine the views of philosophers, spiritual leaders, and artists, both historical and contemporary, including Blaise Lao-tzu, Cicero, Thoreau, Emerson, Shaw, Lewis, Peck, Angelou, Fulghum, Dychtwald, Sher, and Dyer. Students create their own mission statement for work and life. A primary objective of the course is to expose students to resources that can be used in their own self-discovery process. Multi-media activities include small and large group discussions and presentations, research, and report writing, video and audiotapes. Students are encouraged to use the Internet in their research. Competencies: A-1-D, A-3-D, F-X, L-7.

AI 179
SEEING OUR SOCIETY: THE PHOTOGRAPHIC DOCUMENTATION OF CONTEMPORARY LIFE
Every significant social issue since the invention of photography has been documented. Social thought and political intention, especially in the 20th century, exists in visual form. Sometimes the record-making is intentional while, at other times, it is inadvertent. Photographs crafted through the filter of intention offer the viewer the ability to better understand the physical form of earlier ideas and eras thus offering everyone, at any time, an entrance to historically substantive social issues. Each class session will be devoted to a social issue that can be photographed. Students will photographically engage these themes using their own polaroid cameras. *SNL course, Artistic Issues in Instant Image Photography, is a pre-requisite for this course. Pre-1999 Competencies: PW-O, AL-F, AL-9 & AL10, HC-I, HC-9 & HC-10. BA-1999 Competencies: S-3-E, A-2-X, E-1, E-2, H-3-B.

AI 180
BACK TO THE FUTURES: A BRIEF HISTORY OF FUTURES TRADING IN CHICAGO
This class will examine the futures industry in Chicago from mid-19th century to the present. We will examine how the fledgling city provided fertile soil for the growth of futures trading and continues to support trading today. Commodity futures trading has a long history throughout the civilized world, with products from rice to wheat to tulips having been "forward priced" for centuries; however, it wasn't until the middle of the 19th century that futures or derivatives trading as we know it begin in Chicago. We will look at contemporary news accounts and literary portrayals of the marketplaces. In particular, we will read works by Frank Norris, an early critic of the industry and of late 19th century capitalism in general. The class will be organized around a schedule of lecture, discussion, and small group work. A series of readings will be assigned each week, and these will be discussed in detail. We will also see a few short films and have visits by guest speakers. Competences: A1E, A4, H1C, FX.

AI 181
CREATING ORIGINAL ART USING DIGITAL MEDIA
Student will look at what constitutes "art", then look at how original art could be created using technological tools, such as Microsoft Paint, Pixel-based art, such as Microsoft Graphics in PowerPoint; Digital Photography and PhotoShop; digital short-movies, and Digital Animation using Freeware GIF Animation software. The course will focus on electronic visual art, but will also include some general information on how to incorporate audio art forms. Competences: A2B, A2D, A2X, FX. Faculty: Ruth Gannon-Cook

AI 182
TALKING BACK TO MEDICINE: WOMEN NOVELISTS OF COLOR, HEALTH AND SOCIAL JUSTICE
What happens when sick bodies are situated in a sick body politic? What happens when novelists take on the institution of medicine and consequent health issues? To be sure, in these novels health is rethought and medicine challenged. Many issues emerge from the works we'll be reading and discussing in this class, among them, access to health care, models of illness and healing, medicine and social justice, and more. In this 5-week class, readings, lecture, assignments, and discussions will help us explore the responsibilities of both medicine and the community for a socially just, diverse, and responsive system of health care in the
United States and learn to read and appreciate novels as artistic texts. Competencies (register for one only) H3F, A1D, H4, A1A. Faculty: Ann Stanford

AI 183
THE 60’S
The decade of the 1960s was a watershed period in the social, cultural, and political history of the United States. This course will examine the era from a variety of viewpoints in order to promote student understanding and analysis of key movement, episodes and personalities. The course will include investigation of John F. Kennedy's "New Frontier", The Cold War, The Space Race, the Civil Rights and Women's Liberation movements, Lyndon Johnson's "Great Society", the Vietnam War, popular culture, literature, student unrest, and the realignment of traditional political voting blocks. In addition, the course will demonstrate how the decade’s music mirrored the changing times. Competences: A1E, A3G, H1C, H2A, H4. Faculty: Chuck DiCola

AI 184
WORDPLAY: DEMYSTIFYING POETRY
This course sets out to demystify most forms of poetry with particular concentration on poetry composed to be read aloud or performed on a stage, and to allow the student to actually enjoy poetry! The student will be exposed to a great deal of popular poetry and will, perhaps, be a little surprised to find poetry to be accessible. The Oral Tradition, Folk Poetry, Open Mike, performance poetry, poetry read or performed with music or poetry just read aloud, Slam Poetry, rap, song lyrics - all of these often overlapping categories of poetry could be grouped under the title of Spoken Word, and probably, all would be considered popular poetry. The students will be exposed to much of this poetry; Slam Poetry in the home of the National Poetry Slam, The Green Mill, and performance poetry at the Guild Complex and at the Higher Ground Poets. Students will engage in a poetry workshop that is at once sage, gentle, and generous. The workshop will take place in the classroom. Known and not-so-well-known poets will visit the class to read or perform their poetry and students will become poets and read their works in class. Competencies: A-1-A, A-1-H, A-2-X, A-5.

AI 185
THE BEATLES AND THE CREATIVE PROCESS
The Beatles are significant in many ways: they were an unprecedented show business phenomenon; they were leaders of Sixties cultural rebellion; and they stand, for many, as a signal instance of popular entertainment attaining the status of high art. This course will examine the musical craftsmanship of the Beatles, focusing on their work as songwriters and record makers. Recent audio and print releases documenting the group's performing and recording history provide a unique and detailed glimpse of the Beatles' creative process. We will utilize these materials to closely trace the development of the group's work while using other resources to place it in a larger historical and cultural context. The goal is to shed critical light on this recent chapter in cultural history. That discussion will, in turn, highlight questions about creativity in a modern context where commerce vies with art, technology redefines performance and an emerging global village culture transforms concepts of originality and tradition. Competencies: A5, H2G, A1X, A3X, S3F. Faculty: Staff.

AI 186
PROFESSIONAL ETHICS
Most professions have a set of ethical guidelines governing the way its members ought to behave on the job. Such guidelines delineate the goals and values that apply to professionals and offer general frameworks for individuals who need to resolve value conflicts that come up in the day-to-day life of the working person. Through an exploration of theory and case studies, this course will explore the way professional groups create their ethics statements and the obligations that apply to professionals. Pre-1999 Competencies: AL-G, AL-P, HC-U. BA 1999 Competencies: A-3-C, A-4, H-3-G.

AI 187
WOLVES AND THE CONSCIOUS EARTH
In so-called “primitive” cultures, where people share a shamanistic view of the world, the natural world is perceived as alive and conscious, able to be related to in fulfilling and meaningful ways. Even in civilized cultures (meaning “citified” cultures), which attempt to control Nature, many writers and scientists find profound meaning through relating with the natural world. We will explore the interplay between the natural world and the human psyche in literature, in film, and in our own lives. Because of the great breadth of possible material, we will have a special focus on wolves and canids in general, although we will also touch upon other animals and the vegetative world. One full day (equivalent to two class sessions) will be devoted to observation of, and some interaction with, a pack of wolves at Wolf Park, Battle Ground, IN. Pre-1999 Competencies: AL-1, AL-3, AL-C, AL-F, PW-2, PW-F, PW-I, PW-M. BA1999 Competencies: A-1-A, A-1-D, A-3-X, S-1-A, S-1-B, S-3-X.
MAKING DIFFICULT DECISIONS: MORAL LIFE IN A MODERN CULTURE

"It's not illegal." Is this statement a sufficient basis for moral decision-making? Do people have one set of values for their "private life" and another set of values for getting by at work? Is there a "public" morality? If yes, what is its basis? "Making Difficult Decisions" provides a window into the ways that people make some of the most difficult choices in their lives (for example, having an abortion, volunteering for military service or declaring conscientious objection, requesting "Do Not Resuscitate" orders for an ill and aged parent, etc.). The course readings, written exercises, and classroom activities will provide students with a framework that will help them to better understand their own moral decision-making. This framework will also help students to better understand the decisions that other people make. A major focus of the course will be the different moral languages that influence the decision-making of most modern Americans, but which many of us are not able to sort out. The course will also emphasize the role that social institutions play in our decision-making processes. Pre-1999 Competencies: AL-G, AL-Q, HC-U. BA 1999 Competencies: A-3-F, A-4, H-3-G.

INTRODUCTION TO THE OLD TESTAMENT

This survey course will introduce students to the wonders and perplexities offered in the writings that make up the Old Testament of the Bible. Pre-1999 Competencies: AL-C, AL-R, HC-2, HC-3, HC-U. BA-1999 Competencies: A-1-D, A-3-G, H-1-C, H-1-F, H-3-G.

HOLY LISTENING: THE ART OF PRODUCTIVE INTERACTION

This course will explore the ancient practice of spiritual direction or "holy listening" - a relationship in which a person serves another believer, helping the other to grow in intimacy with God and to live out the implications of this intimacy. The class will allow students to explore and expand their own spiritual life, learning to become more attentive to the experience of God in their lives. Theories and models of spiritual direction will be surveyed. Students will be introduced to the skills and art forms helpful in accompanying others on the spiritual journey. We will gain an understanding of the dynamics of spiritual growth within a framework of human and spiritual development. Communication styles will be examined. The theology and practice of prayer and discernment styles (the art of finding God's will in the concrete situations which confront us) will be studied. Through the use of the Internet, students will research resources for further training. Students will experience sharing the journey with others utilizing small group work, learning teams, guided mediations, journaling and reflective papers to articulate knowledge of the chosen competencies. Pre-1999 Competencies: AL-2, AL-D, WW. BA-1999 Competencies: A-3-B, A-5, H-3-C, F-X.

PRAGUE: AN HISTORIC CITY OF ARCHITECTURE, MUSIC AND ART

This travel course will provide us with an opportunity to explore and learn in Prague, an amazingly beautiful city in Bohemia, the Czech Republic, that has become a popular destination for young people. Story-book architecture, cobblestone streets, and a dazzling town square compete for attention with beautiful baroque churches, hearty Czech food, and some of the most famous beer in the world. Since the collapse of the Communist government, the Czech people have basked in freedom and now welcome visitors from around the world to a city of rich history and rare beauty. The course will introduce students to centuries of Prague history and architecture, magnificent art, and thrilling music from composers such as Smetana and Dvorak, whose music is regularly played in one-hour concerts that are a daily highlight. We will walk the history of the city, visit its great churches and art museums, talk to the people, immerse ourselves in Czech culture, and hear their remarkable music. In doing so, we will find out why Mozart loved Prague, and why more than 20,000 Americans have chosen to live there.

IMPROVISATION

Students will learn the games that form a context with which, or from which, to improvise. Then they will improvise; they will play in their own and in each others' improvised sketches. They will learn to solve problems, find metaphors and examine improvisation as an excellent tool with which to monitor the process of learning. From the engagement in games and their analysis will come the most important outcome: the growth of confidence. Pre 1999 Competence: AL-2, AL-A. BA 1999 Competencies: A-2-B, A-5

LANGUAGE AND POLITICS

The language that individuals and groups use to tell their stories creates their identities. This multi-disciplinary course examines how post-modern language, especially language in media, frames national and global politics and its underlying power relationships. Issues addressed include the politicization of language.
in the U.S. immigration debate and the role that English as global lingua franca plays in spreading American culture as well as the subsequent effects on self-expression in English among native speakers via political correctness, forbidden speech and code words. Other topics include gender roles, intellectual property rights, and even the overall need for virtually ceaseless verbal stimulation in a media/image driven world. Students will utilize intercultural communication theories to reflect upon their self-identity and its role in defining their relationship to their communities and institutions and will expand outward to understand national and ethnic identities from a global perspective. Students examine current events in the media and the ethical implications language-related biases impose upon discourse while using the Internet to create their own presentation about the topic. Competences: A3C,H2G,H5,FX

AI 194
DOCUMENTARY PHOTOGRAPHY
Documentary photography emerged in the middle of the 19th century as a means of defining, directing and/or transforming social opinion. From that time forward, photographs have been commissioned with the intention of building consensus for profound social change. Public and private agencies alike have used photographs to make the larger society aware of new thinking about problems such as immigration, poverty, war, political, ethnic or gender injustice. This course will examine the photographic images spawned by various social issues and movements that have affected American social thinking and guided social activism from the Civil War forward. Please note that no prior knowledge of the history of photography or of 19th or 20th century American history is expected nor is a working knowledge of any art-making discipline assumed. Competencies: E1, E2. Faculty. Alan Cohen

AI 195
THE ALCHEMY OF SURVIVAL: THE TRANSFORMING SELF
Through an interdisciplinary approach, this course will use key works from the area of Psychology, Humanities, and the Arts, as well as students' experiential backgrounds, to explore and validate the evolutionary transformation of self. It is the course premise that the transformative potential of self goes beyond the basic human instinct of survival. It is further the intent of this course to help students to recognize how to survive meaningfully in our culture and time by encouraging their skills of empathetic understanding of self and others. Pre-1999 Competencies: HC-A, HC-H, HC-F, AL-1, AL-D, AL-F. BA-1999 Competencies: L-8, H-3-A, H-3-C, A-1-A, A-1-X.

AI 196
INTO THE FLAMES: CENSORSHIP AND THE ARTS
Bleeping out "offensive" words, restricting the viewing and distribution of film, casting "objectionable" books into the fire---what is an educated person's response to these actions? During this course, learners pursue and evaluate their own ethical perspectives and use them to analyze an issue involving censorship of culture. Our study culminates in the construction of an argument upholding a position on censorship of artistic work. Competencies: A-1-A, A-3-C, H5, F-X

AI 197
WRITING YOUR WAY TO ADVENTURE
A nuts and bolts class for those with wanderlust in their heart. A look at the evolution of travel writing both as a literary form and as an increasingly popular way to see the world. This class will examine different types of travel articles, including literary, destination, personal essay, and humor. Students will learn the elements of shaping a travel story, how to formulate a well-written query letter, research markets, illustrate stories with side bars, marketing techniques and how to submit for publication. BA-1999 Competencies: A-1-A, A-1-C, A-2-A, S-2-X. Pre-1999 Competencies: AL-1, AL-2, AL-3, PW-D.

AI 198
READING AND WRITING POETRY
Expressing human emotion, observation and thought in concrete, vivid language is one of the supreme challenges of human endeavor. In this course we will learn about the craft of poetry, writing and re-writing our own work, as well as reading and writing about the work of several well-known poets. The course will be taught as a workshop, with emphasis on creative writing exercises, writing and re-writing drafts, and different forms of poetry. You may take up to 3 competencies. BA-1999 Competencies: A-1-A, A-1-C, A-2-A, A-3-G. Pre-1999 Competencies: AL-1, AL-2, AL-3, AL-C.

AI 199
STORYTELLING: EXPLORING THE ORAL TRADITION IN OUR LIVES
Everyday we use stories to communicate. This course provides students with an overview of the art and practice of storytelling. Throughout the learning experience, students are encouraged to nurture their voices as writers and storytellers. Students will create and adapt tales focusing on both personal experience and
traditional folklore. Storytelling is an oral art form. Students will learn by actively participating in storytelling and critique of story performance. The creative experience in this course will enable students to further their skills in: Oral presentation, story construction, performance, artistic critique and analysis. Students will develop and perform stories from at least three distinct areas, including personal experience, folklore, and history. This class will enhance the work of business professionals, teachers, artists and anyone who is interested in how stories communicate ideas. Competencies: BA-1999, A1X, A2X, H3E. Pre-1999, AL1, AL2, ALF, HCS. Faculty: Emily Hooper Lansana

AI 200
GUIDED INDEPENDENT STUDY: ARTS AND IDEAS
Guided Independent Study: Arts and Ideas

AI 201
THE FILMS OF WOODY ALLEN
This course uses the films of Woody Allen to explore the distinctive aspects of the filmmaker's world view, his attitudes about women, and his influence by and upon American popular culture since the 1970s. The class features weekly film screenings, discussion, and projects. Competences: A-1-D, A-5, H-2-G, H-3-B. Faculty: Michele Savage

AI 202
AFRICAN AMERICAN LITERATURE
In this course, students will examine works of literature generated by the African American community. Students will analyze and write about literature using critical techniques requiring them to discern themes and ideas from various works of African American literature. Furthermore, learners will examine characters against the backdrop of community expectation and societal reality, particularly as it relates to the African-American experience. The four required works, notable for their focus on urban life, are as follows: Black Boy by Richard Wright; A Street in Bronzeville by Gwendolyn Brooks; Always Outnumbered, Always Outgunned by Walter Mosley; and Brown Girl, Brownstones by Paule Marshall (optional). Each work examines different social and historical issues, including the struggle and aspirations of African-Americans in a Southside Chicago community in the 1950's, major historical movements in African-American life, Civil Rights, migration, marginalization and the roles of American norms in African American culture. Competences: A1X, A2X, A5, H1X. Faculty: Tacuma Roeback

AI 203
DRAWING: LINE, SHAPE AND COLOR
This class will concentrate on the continued development of the skills necessary to create a drawn composition. Color will be introduced to complement the study of line, space and form. Media will include ink, charcoal, pastel and various types of pencil, including color. Drawing will focus on the forms of nature, especially in plant and landscape scenes, and will allow students to develop rendering skills as well as their own unique means of expression. The learning experiences will include a day trip to the Botanic Gardens, and an intensive drawing seminar of one weekend on location. This time will allow students to use the ready access and solid tranquility of nature as their studio. The weekend will include one night and two days. Some past drawing experience is required: contact the instructor prior to registration via email at mlanterm@condor.depaul.edu or by phone at 773/929-7404. When this is a December Term class, you can register for up to 2 competencies. Pre-1999 Competencies: AL-2, AL-3, AL-9 and AL-10. BA-1999 Competencies: A-2-A, A-1-C, E-1, E-2. Faculty: Margaret Lanterman

AI 204
POPULAR CULTURE AND THE MASS MEDIA
This course invites students to explore two of the strongest influences on our lives today: the popular arts and mass media. We will learn how to analyze and evaluate such popular arts forms as mystery stories and science fiction from a variety of perspectives: historical, sociological, psychological, and archetypal. We will see how these art forms are changed by such media as the movies and TV. Thurs. Pre-'99 Competencies: AL-E, AL-H, AL-L, HC-D. BA’99 Competencies: A-1-E, A-1-H, A-1-I, H-2-G. Faculty: John Coffin

AI 205
WORLD WAR II AND KOREA: FROM CONQUEST TO QUAGMIRE
In this course, we will review America's involvement in the penultimate conflicts of the mid-20th century: the Second World War and the Korean War, with the goal of reflecting upon the changes that occurred in the years from Pearl Harbor to the Korean armistice. Competences: A-3-C, A-4, H-1-C, H-1-F, H-2-G. Faculty: Chuck Di Cola

AI 206
IDEAS AND IMAGES: THE CREATIVE IMAGINATION
What makes an idea creative? What is an image? The purpose of this course is to explore the creative process. Students will draw, write, do theater improvisation, and read novels, poems and essays written by writers with varying points of view. As a touchstone, we will explore the creative thinking of the abstract artist Wassily Kandinsky. The class will visit the Art Institute and see Kandinsky's work. At the end of the course, students will create a piece of art. Students do not have to be good at writing, drawing, or acting; just willing to try new things. Pre-‘99 Competencies: AL-2, AL-4. BA‘99 Competencies: A-1-A, A-2-B. Faculty: Anne Schultz

AI 207
BEHIND THE RAZOR WIRE: THE LITERATURE OF INCARCERATION
The United States is the largest incarcerator in the world. Is this because we have more crime? More criminals? In this course we will explore questions about the prison industrial complex and the justice system through the words of incarcerated and formerly-incarcerated writers. We will be looking at poetry, short stories, essays, and memoirs. Employing a mix of discussion, guest speakers, film, class team reports, and close readings of the literary texts, this course will take us on an imaginative journey into a world most of us have few reasons to understand. We will explore questions about the prison industrial complex and the justice system through the words of incarcerated and formerly-incarcerated writers. Competences: A1A, A1D, H5. Faculty: Ann Stanford

AI 208
ENCOUNTERING CHICAGO'S DIVERSE RELIGIONS
Encounter with religious and spiritual diversity is a cutting edge experience of contemporary life in America. Given the realities of the global "village" reflected in Chicago, cultural, ethnic and religious understanding and cooperation is a necessity if we are to live together in a civil and hospitable way. In this course, we will utilize "living encounters" and intellectual engagement with religious and spiritual traditions, offering a stimulating setting for students to broaden personal perspectives and grapple with diverse systems of wisdom and practice. Through readings, lectures, discussion, site visits, and a final paper, we will focus on developing the personal and intellectual tools necessary for analyzing and reflecting on religious systems and practices. Pre-‘99 Competencies: AL-5, AL-D, HC-1. BA‘99 Competencies: A-3-E, A-3-B, H-1-E. Faculty: Dirk Ficca

AI 209
FANTASY AND IMAGINATION
Fantasy is a genre that has come of age since the 1960s, growing richer in direct relation to the complexities and harshness of modern life. This course will examine the nature of fantasy and the imagination in both theory and practice. Students will be encouraged to critically examine fantasy in literature and film as well as develop their imaginations. We will study characteristics of the genre through slides, films such as Splash and Roger Rabbit, readings of works by C.S. Lewis, J.R.R.Tolkien and others, creative journalling, exercises and class discussion. Pre-‘99 Competencies: AL-3, AL-C, AL-9 & AL-10. Faculty: J. Warren Scheideman

AI 210
CHICAGO WILDERNESS: ECOLOGICAL RESTORATION AS A LEISURE ACTIVITY
Some of the richest remnants of wild nature in Illinois can be found in the Chicago area. Yet the health of these areas has declined in recent years. Most of the work in saving these precious sites - ecological restoration - is being carried out by volunteers. In this course, students will learn the principles and methods of ecological restoration through readings and meetings with ecologists, and through their own practice during visits to the Cook County Forest Preserves. Some of the important issues in the class are the following: How have human activities changed our ecosystem? How can we ensure diversity? How can participation in the service of restoration and other service activities enrich our lives? Pre- 1999 Competencies: HC-R, PW-2, PW-5. BA-1999 Competencies: H-2-H, S-4, S-2-C. Faculty: Nancy Freehafer

AI 211
MEN OF FORTUNE, WOMEN OF CENTS: UNIVERSAL TRUTHS AND JANE AUSTEN
"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." Jane Austen must have known something about universal truths. Her novel, Pride and Prejudice, which begins with the sentence quoted above, was first published in 1813. Still in print today, it has also been made into at least eleven movies, four of which were released since 2000, including a Mormon and a Bollywood version. In this class, we will read the novel in the context of the gender and class norms at the time Austen wrote her book and then consider how Austen's exploration of universal truths is reinterpreted in more contemporary film versions of this novel. In exploring Austen's creation and the many reinterpretations of her work, we will use both analytic and creative writing assignments as well as class discussion to examine how context informs creativity and how creativity informs analysis. You most definitely do not need to be a

AI 212
CONTEMPORARY THEOLOGY
Stories surround us: happy and sad, at work and at home, in the past and the present. How do writers translate and transmute these everyday stories into fiction? What makes fiction different from autobiography? What makes characters come alive on the page? How do writers create suspense and drama? How can a short story be most effectively crafted? This course assumes no previous experience in creative writing. It centers on learning the vocabulary of literary criticism as well as the basic techniques of crafting short stories. A series of specific writing exercises (character biographies, setting descriptions, plot scenarios) are organized to lead to the creation of a short story. Readings from contemporary Chicago authors supplement the writing exercises and provide material for discussion of craft.

AI 213
ALFRED HITCHCOCK IN FILM
There have been many imitators of Alfred Hitchcock, but only one whose "entertainment" could combine mystery, humor, and horror in such a unique blend for more than sixty years. Several of what are now referred to as Hitchcock's "classics' recently were released to wide audiences. In this advanced 6-week course, students will examine the signs and meanings in the films of one director, Alfred Hitchcock. Six films - ranging from the silent classic, "The Lodger," through "Strangers on a Train" - will be screened and discussed in class. Students will follow the director's development of film as art or entertainment. Students will work on a paper for this course.

AI 214
CITY EXPRESSIONS
Most of us experience only the social dimensions of Chicago. But any city is a riotous, exciting pattern of sound, smell, texture, light and shape. In this course, students will first learn to perceive the natural, sensory glory of the city. They will then learn how to express their discoveries as a work of art. In the first part of the course, we will learn to perceive the city in new and different ways. We will do this through discussion of the writings and art work of others, and through direct exploration - going out to see, hear, smell and feel. We will also learn a few basic design principles to support our own creation. In the second part of the course, students will identify a theme such as "brick patterns," "riding the el," "lake shore," "street fear," "light dynamics." They will then collect "pieces" of the city as recordings, photographs, found objects, found words, drawings, etc. From these pieces they will construct a collage expressing their theme. During the latter part of the course, much of our inclass time will be devoted to constructive group critique of our on-going creative efforts. By this means, students will learn how to analyze effective design, style, and form of particular art works. They will also learn how to give (and get) positive, supportive, useful critique. Students should expect to spend much time outdoors both during the process of initial exploration and as they collect their collage pieces.

AI 215
FILM NOIR
Film noir is film shot darkly, with low light, around doorways, through windows, in fogs and storms, in ways that evoke the complexities of thoughts and emotions, mystery. A number of mystery stories are classics of film noir, The Maltese Falcon (1941), with Humphrey Bogart, is one of the most famous examples of film noir, which makes a fascinating way to explore the appreciation, understanding, and interpretation of film. This is an adventure in viewing that enriches seeing film; it expands our capacity as audience for the most popular of modern art forms, the movies. Competencies: A5, A1D, A1I (may be taken for only one competence). Faculty: Warren Scheideman.

AI 216
IDEAS AND IMAGES II: THE CREATIVE IMAGINATION
The aim of the course is to build a conceptual framework through direct experience of art of various kinds, both as artist and as audience, that will deepen the students' understanding of the importance of the imagination. Students will work with their own images in writing, drawing, and theatre improvisation. They will read three novels written as different periods of history, in addition to two books of poetry, and see how a sense of image changes as a culture changes. They will see how image connects through the various art forms, and how histories evolve together, in a continual interaction with their time. Ideas and Images ! is not required to enroll, but students without it should contact the instructor before registering.

AI 217
EMBRACING DIVERSITY: ETHICAL PLURALISM
We live in an increasingly complex society. Part of this complexity is due to the phenomenon and fact of
pluralism: the vast difference of culture, ethnicity and religious beliefs existing in one political and social system. Chicago, for example, is one of the most ethnically, culturally, and religiously diverse cities in the world. In such a situation, it is no longer possible or desirable to impose one religiously derived moral system on the whole population. Does the fact of a multiplicity of ethical systems limit us to moral relativism as the fairest outcome for society at large? Is the great variety of moral languages capable of some significant agreement? How do we carry on moral discourse effectively and harmoniously in a pluralistic society? These are some of the important questions this course will address. Through readings, writing papers and discussion, students will review and be asked to represent different positions on ethics. Pre-1999 Competencies: AL-5, AL-D, AL-G. BA-1999 Competencies: A-4, A-3-B, A-3-E. Faculty: Brother Wayne R. Teasdale

AI 218
GREAT CLASSICAL MUSIC OF THE WORLD
Music: a cultural universal, but NOT a universal language. What are the functions of the world's musics? What are the genres of various musics? Why do humans make music, and why do we listen to it? This course serves as an introduction to two musics -- European classical music and Indian classic music. Emphasis will be on listening to what a music tells us about the society from which it comes. The vocabulary, listening experiences, and projects can serve as a foundation for other music and/or humanities courses. The only prerequisite is an open mind. You can register for only 1 competence. Pre-1999 Competencies: AL-1, AL-3, AL-E. BA-1999 Competencies: A-1-A, A-1-C, A-1-E. Faculty: Rebecca Schwan

AI 219
BORN IN THE U.S.A.
What does it mean to be "born in" or to "immigrate" to the USA? Are Americans identifiable or amorphous? Do we share a set of values which can be described or discerned from literature or the media? This course explores many disciplines and modes of inquiry to answer those questions. Students will engage in simulations, lectures, discussions, and readings as they consider a variety of influences which shape and help to define the American identity(ies). Specific work will develop from student interest and the competence(s) being addressed. Pre-1999 Competencies: AL-1, AL-C, HC-C. BA-1999 Competencies: A-1-A, A-1-D, H-1-B. Faculty: Suzanne Ryan

AI 220
THE CREATIVE SPIRIT
The creative spirit transcends time, age and gender. Individualized through different epochs, cultures, and experiences, it emanates from a universal human core. All human beings possess an innate need - a life force - that compels them not only to survive but to create. To create is to be fully human. This course offers an in-depth exploration into the nature of the creative spirit and validates the role of creativity in fostering personal growth and resilience. As a result of the insights gained into the creative potential, the course culminates in each person's creation of an original work that expresses one's uniquely individual style through a choice of artistic and creative forms. No previous experience in the arts is necessary. This is a five-week course. You can register for only one competence. Competencies: A-2-A, A-5, H-3-X, F-X. Faculty: Susan Field

AI 221
VOICES IN VISION: AFRICAN INFLUENCE IN AFRO-AMERICAN ART
This course on African influences in Afro-American art explores a number of issues including two very important questions: What is African-American Art? What sets it apart from mainstream American art? We will pursue these questions and many others in a number of ways, including readings, discussion, two short papers, a museum visit and a final paper. Structured as a seminar, the course thematically explores the works, lives and times of a number of African-American artists and craftsmen/crafts women for content, form and style. Through the course, students will gain a greater awareness and understanding of the complexities of the human experience in general, and specifically, an enhanced appreciation for African-American contributions to the arts of America. Pre-'99 Competencies: AL-3, AL-C, HC-1. Faculty: Kwaku Emil

AI 222
DISCOVERING THE LEADER WITHIN: EXPLORING TRANSFORMATIONAL LEADERSHIP
We are living in a world of constant change, a world in which change is often viewed as the only constant. When we think about change we typically are talking about incremental change. This course will explore a much more difficult change process: the process of deep change. The primary focus of this course will be to examine the values, goals, and operating methods of the internally-driven leaders engaged in the process of deep change: the transformational leaders. The course is designed to give students a practical understanding of the ways in which transformational leaders are having a lasting impact on a wide array of organizations ranging from major corporations, to nonprofits, to international institutions. In the process, students will learn
leadership lessons that can contribute to their personal and professional growth and development. The principles of deep change can apply to people at every level of an organization regardless of its size. The class is interactive and will include case studies as well as movies portraying transformation leaders who have pursued the vision of deep change. Multimedia activities will include small and large group discussions and presentations, research, report writing, and video and audio tape presentations. Competences: A3C, A4, H2C, FX. Faculty: Greg Gilmore

AI 223
MUSIC AND WORDS
We are surrounded by music and words of all kinds. Sometimes music is well-matched to particular words and we get the sense that the resulting sounds are natural, that the song we hear "has to be" that way. But, the creation of musical sounds that enhance the meaning of a text is, of course, a skill and an art. This course will examine the relationship between music and words as it can be found in art songs, sacred music, and opera. After an introduction to the elements of music - such as rhythm and harmony - as they function in composition, students will concentrate on examples of songs by composers such as Schubert and Handel. In the second part of the course, students will learn how literary dramatic works have been transformed into musical plays. A comparison of Shakespeare's Othello with Giuseppe Verdi's operatic Otello will be used as a model. This class will attend three performances at the Lyric Opera of Chicago. They will hear Mozart's Abduction from Seraglio, Rossini's Barber of Seville and Bizet's Carmen. Special rates will apply.

AI 224
MUSICAL REALIZATIONS OF THE OLD TESTAMENT
In this course, we will listen and talk about selected choral / vocal works based on scriptural texts in the Judeo-Christian tradition. As we analyze how master composers illuminated, altered or shortened Bible stories, psalms and other sacred texts for musical and dramatic purposes, we become aware of the subtleties of uniting music with words. Seeing and hearing artistic license at play, we will come to a better appreciation of the composer's art and skill. We will also be observing how historical and society factors can influence music. We will select works of European and American composers from the 17th century to the present.

AI 225
GREAT MUSIC IN CHICAGO
Welcome to "Great Music in Chicago"! You don't have to have any kind of background in music to take and enjoy this course. The course introduces people to three of the most exciting and rewarding institutions in Chicago music: the world-famous Chicago Symphony Orchestra at Symphony Center downtown; the fabulous training orchestra of the Chicago Symphony Orchestra, known as the Civic Orchestra, also downtown; and live top-name jazz at the Jazz Showcase. We learn the background of these institutions, the nature of the arts they perform, and the terms used to describe and appreciate those forms. Most importantly, we experience, in person, the great music that they play! Competencies: A-1-A, A-1-C, A-3-D. Faculty: Joseph Cunniff

AI 226
THE DRAMA OF THE STAGE AND THE DRAMA OF THE FAMILY
Although throughout the history of dramatic literature, playwrights have explored the human condition, more contemporary dramatic literature of the realistic or expressionistic schools have clearly examined human relationships. This course will look at specific examples of dramatic literature of this century and examine the way family relationships are portrayed.

AI 227
VALUES BASED LEADERSHIP
Who are values based leaders? How can we differentiate who a values based leader is and who is not? How can we explore what our personal values are and how these values influence the leaders we are or can be? Values based leadership includes both process and outcomes. Although in this course we will study various historic and modern day leaders, such as Moses, Jesus, Gandhi, Martin Luther King, Evita, Richard Daley and others, the most important work we will do in this course is learn that it is people showing leadership in everyday tasks of everyday life that in the long run will make the world a better place to live. We will learn that moral values and leadership come from within, therefore if we want to make an impact on the environment that we live in we must have a better understanding of who we are and what we believe in. In this course we will use various texts, videos, engage in small and large group discussions and spend some time in self reflection in order to explore values based leadership and the leadership potential within all of us. Competences: A3A, FX, A4, H3X. Faculty: Christine Hayda

AI 228
EXPLORATIONS INTO ART AND CULTURE
Art is an important aspect in the cultures of peoples all over the world. This course will examine the arts of
AI 229
CINEMA OF PEACE: FILM AS A CREATIVE POLITICAL MEDIUM
Hollywood has made a highly profitable business by nurturing the notion of film as a form of mass entertainment, one that serves the needs of the American public in specific ways. As we move beyond Hollywood to explore cinemas around the globe (as well as independent cinemas within the United States), however, we become aware of many other ways that cinema can help us to make sense of our world and our experience of it. This course explores one of these "alternative" strategies of cinema, by focusing upon narrative films in countries whose governments previously suppressed or severely regulated the freedom of expression of their filmmakers, but which have recently seen this freedom restored. By examining these films in a global context, we will seek to appreciate how filmmakers create films to confront both their national and personal history. Ultimately, the course will explore how we can enrich our understanding of our own histories through the medium of cinema. The course features weekly in-class screenings of feature films from challenging and internationally celebrated filmmakers of Taiwa, Iran, the United States, and other nations. We will use these films and related readings as the basis for our discussion. Students will write critical essays as well as reflective pieces. Please note that the course meets from 6:00 to 9:30 p.m. each week. Competencies: A1C, A5, H4, H5. Faculty: Michael DeAngelis

AI 230
AMERICAN POPULAR SONG: THE MELODY LINGERS ON
Words and music - put them together and you have a song. In theory it seems pretty simple. Most anyone can wed lyrics and melody to make a song; the task requires no specialized training. Amateurs and professionals alike have written tens of thousands of songs. But the number of long-lasting musical marriages - songs called "standards" - is a much smaller figure. Those magical songs, the ones that have become part of our national heritage, are what this course is designed around. We are going to spend eleven weeks with the great American popular songs, their creators and the people who interpreted them. The era of the great American songbook begins early in the 20th century and extends past World War II. Those are the glory years for composers like Irving Berlin, Jerome Kern, Cole Porter, George and Ira Gershwin, Harold Arlen, Richard Rodgers, and Lorenz Hart. Their creations: classics such as "Cheek to "Cheek", "Old Man River", "Night and Day", "Things Are Looking Up", "One For My Baby", and "The Lady is a Tramp". These songs - and many more - will be listened to, studied and most of all, enjoyed. We will also examine the American society that spawned this brilliant body of work, and try to explain the songs' staying power. For great songs do not carry an expiration date. By the end of the quarter, anyone who once said that this is "old peoples' music" will be singing a different tune. Competencies: H2G, A5, A1A, A1D, A1E. Faculty: Charles DiCola

AI 231
FILM AND TELEVISION FAN CULTURE
Who are "fans" of film stars and TV shows? How do fans use their passion for popular media to express themselves creatively? How do they meet others who share their interests and desires? This course examines the psychological, social and aesthetic functions of fan culture in film and TV. We will look closely at the fan followings of popular film stars, fans' reactions when their favorite shows are cancelled, and the creative activities of fans who form "interpretative communities" by writing and exchanging plots and scripts of TV shows. We will also examine how online newsgroups and the World Wide Web have provided new ways for fans to interact. Readings will include essays and popular texts such as star biographies, fan magazines and tabloids. We will also weekly screen feature films, documentaries and TV shows. Students will write critical papers and give presentations on topics of their own interest in the subject. Pre-'99 Competencies: PW-B, HC-D, AL-1, AL-E. BA'99 Competencies: S-3-X, H-2-G, A-1-A, A-1-C. Faculty: Michael DeAngelis

AI 232
THEATER IMPROVISATION
In this course we will play on the classroom stage as we might have played on the playground as kids. The difference between these forms of play is one of degree rather than one of kind. A theater game provides a structure in which we can play spontaneously. In other words, we improvise. Improvisation aids in the developing of public speaking skills and comfort and confidence as well as other social and theatrical skills. May be taken for only one competence. Competencies: A2A, A2X, A5. Faculty: John Starrs
GAIA: THE EARTH MYTH
Among the world's great myths are many which embody cultural wisdom about the relationship of humanity to the planet it inhabits. This class examines a number of exemplary myths in order to compare and contrast visions of human/natural interaction. Myths from Japan, Ireland, Native America, Africa and classical Greece will be among those studied. Students will be asked to compare one to the foundational myth of their own culture. Pre-1999 Competencies: AL-5, AL-H, HC-1, HC-W. BA-1999 Competencies: A-1-E, A-3-E, H-1-E, H-3-I. Faculty: Patricia Monaghan

SOVIET CULTURE AND TODAY'S RUSSIA
Russia is the preeminent state within the commonwealth of independent states in the former Soviet Union. Today's events in that region are significantly framed by the culture and history of the Russian people. This course will explore this background by examining the works of Soviet dissident writers and trace their development through both the evolution of conditions under Soviet rule and the human protests raised against the regime. After a brief introduction to historical situations, authors and their literary purposes by the instructor, most class time will be devoted to discussion of student reaction, interpretation and insight. Students will gain a familiarity with talented Soviet dissident authors who are little known in the United States. Likewise, they will gain an understanding of different targets of dissident attack (human rights and dignity, anti-Semitism, social decay, etc.). Pre-'99 Competencies: AL-5, AL-C, HC-1, HC-2. BA'99 Competencies: A-1-D, A-3-E, H-1-E, H-1-F. Faculty: James Barron

SONGSHOP
This hands-on course for performers, accompanists and auditors, gives students the opportunity to strengthen analytic and interpretative abilities in song. We ask each performing student to select and prepare songs, explore the sense of place, character, poetry, and examine the specific moments and changes within each song, and in the process make the song their own. We work with singers at various levels of performance experience, and most importantly, this course we are not limited to performers with "great" voices. We're aiming to strengthen conviction and conversation along with basic musicality for anyone wanting to sing for our purposes, these are far more important aims than the quality or range of voice. Although we apply "cabaret" techniques of "intimate singing", the songs to be worked on can be in any genre as long as there is a story to tell (opera, folk, rock, jazz, musical theatre, etc.). While not a vocal technique class, the course's acting approach to singing often clears up diction and physical problems that stem from lack of specific intention in the interpretation. This is a class of discovery and process not only about songs but also about us. Students will be assessed based on their performances, their participation as auditors, and their structured learning journal assignments. Competences: A1A, A1C, A1D, A2B (Only students who plan to perform songs or accompany singers should register for the A2B competence.) Faculty: Claudia Hommel

ONE WORLD: GLOBALIZATION IN HISTORICAL, LITERARY, AND PHILOSOPHICAL PERSPECTIVE
In this course we will review the history of the idea of a united, confederated, or culturally interconnected world-community - tracing it from its earliest beginnings in myth, prophecy, and imaginative literature to its current practical incarnation in the form of the world as we know it today (a world of free-trade treaties, international corporations, instant communication, increasing cultural homogeneity, rapid transportation, and an edgy, suspicious opposition between traditional cultures, each anxious about preserving its identity in the new global order.). The course will conclude with a modest attempt to glimpse and assess the likely future path and consequences of globalization while maintaining a primary focus on the moral, economic, and political issues at stake. Competences: H1X, H5, A1X, A3X, A4, S3X, FX. Faculty: David Simpson

READING AND INTERPRETING SHAKESPEARE
William Shakespeare is one of the great names in literatures, 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. Pre-1999 Competencies: AL-2, AL-3, AL-C. BA-1999 Competencies: A-2-A, A-1-C, A-1-D. Faculty: J. Warren Scheideman

MASCULINITY IN FILM
What does it mean to be "masculine?" Is masculinity determined by specific cultural values? Does the
What does it mean to be "masculine?" Is masculinity determined by specific cultural values? Does the definition of masculinity always remain the same, or does it change from one historical moment to the next? This course approaches these questions by examining a group of films and film actors working in Hollywood and other film industries since the beginning of the century. We will see how factors such as race, ethnicity, class, and sexual orientation influence our understanding of "manliness." We will read film history, reviews and popular magazines, as well as cultural and psychological studies of masculinity. Each class includes a screening of a feature-length film, and we will study such actors as Paul Robeson, Mel Gibson, Arnold Schwarzenegger, Sylvester Stallone, Marlon Brando, and John Wayne. Students will keep journals and work on class projects tailored to their interest in the subject. Pre-1999 Competencies: HC-C, HC-D, AL-3, AL-E. BA-1999 Competencies: H-1-B, H-2-G, A-1-C, A-1-H. Faculty: Michael DeAngelis

AI 239
TRANSPERSONAL PSYCHOLOGY: A WHOLISTIC APPROACH TO HEALING
Transpersonal psychology differentiates from other schools of psychology by defining health as the full expression and integration of the physical, mental, emotional, spiritual, and social aspects of human beings. This course provides an introduction to the basic theory of this more expansive model of psychology, explores the meaning and implications of spirituality and health, and offers students an opportunity to assess their own level of wellness according to the transpersonal model. Learning methods will include lectures, group discussions, and assignments in selected course readings. Self-assessment exercises will include guided imagery, meditation, dream work, self-selective journaling, and other transpersonal methods. An integrative paper is required. Pre-1999 Competencies: AL-D, HC-T, PW-E. BA-1999 Competencies: A-3-B, H-3-F, S-3-B. Faculty: Carol Friedman

AI 240
ITALIAN AMERICANS IN FILM AND LITERATURE
This course will address the roles Italian Americans have played in the cultural development of the United States from the mass immigration of the end of last century to the present, and the subsequent friction between Italian American lifestyles and the values of the dominant American culture. Students will read and analyze fiction by Italian American writers from a range of materials including the well known works of Mario Puzo and Gay Talese, and the less commonly appreciated short stories of Helen Barolini. Films which deal with Italian American issues and modes of living will also be discussed. Film discussion topics include immigration, assimilation, religion and society, and the concept of home among Italians and Italian Americans. Students will examine how history shapes culture, and how ancient ideas influence our ability to analyze problems in the new world. Pre-'99 Competencies: AL-1, AL-H, HC-1, AL-3, HC-C. BA'99 Competencies: A-1-D, A-1-E, H-1-E, H-3-B. Faculty: Betta LoSardo

AI 241
WRITING FOR THE SCREEN
Today's films come from a carefully crafted, frequently revised script that makes strategic use of the elements of good film writing. Understanding these elements can enrich one's film-watching experience for a lifetime and even enable a compelling script be distilled from one's own imagination and experience. In this class, students will write and discuss exercises designed to highlight the principal elements of film writing, including plot, theme, story conflicts, characters and their motivations and pacing, among others. Pre-1999 Competencies AL2, AL3, ALA. Faculty: David Gilbert.

AI 242
AMADEUS: THE GENIUS OF MOZART
Cape Town provides a perfect setting for the 1999 Parliament. Cape Town is a beautiful, thriving city with a long and fascinating history that reflects all the richness and ambiguity of the new South Africa. The Parliament will meet in December, the hei

AI 243
FILM AND THE WORLD OF SHERLOCK HOLMES
"Come Watson, the game is afoot." - Sherlock Holmes. The world of Sherlock Holmes and Dr. Watson, created in the fiction of Sir Arthur Conan Doyle, the illustrations of Sidney Paget and Frederick Dorr Steele, the films and radio shows of Basil Rathbone and Nigel Bruce, and the television series featuring Jeremy Brett, and an array of Sherlockian pastiches and other art and commentary, reflect the cultural and social issues of our age from the late 19th through the 20th century. In this course, we are going to critically and creatively explore key cinematic interpretations of Holmes and the original short stories and novels, and the social, scientific and technological, and artistic issues they raise. In addition to viewing the famous interpretations of Rathbone, Bruce, and Brett, we are going to very selectively look at other films, from British and American cinema, which inform the Holmes epic. Pre-1999 Competencies: HC-2, AL-3, PW-B. BA-1999 Competencies: H-1-F, A-1-C, S-3-A. Faculty: J. Warren Scheideman
AI 244
CATHOLIC SOCIAL ETHICS
Students in this course will learn about ethics by examining the shifts in Catholic ethics during the twentieth century and by comparing and contrasting Catholic social thought with conventional wisdom. Students will study what church leaders and theologians are saying today about human dignity and human rights, about the common good and our individual and collective moral responsibility and this will be contrasted with Catholic teaching a century ago as well as with the conventional order (the dominant ethical perspective on social issues today). We will consider the dynamics of power and justice in America from the critical perspective of the tradition of Catholic social justice, examining the tradition of Catholic social teaching emergent late in the 19th century and spanning the 20th century: labor rights (trade unions, just wages, safe working conditions), religious freedom, racism, a consistent ethic of life, liberation theology, war and peace, economic justice, sexism, ecology. We will discuss Catholic social teaching in the context of the religious pluralism and American public life. You may register for only one competence. Competencies: A-4, A-3-C, A-3-F. Faculty: Kevin Buckley

AI 245
NEW HEAVEN, NEW EARTH, THE MYTH OF THE NEW MILLENIUM
In the imagination of Western culture, the year 2000 represents a turning point in history, the end of a millennium. The myth of the millennial cycle - a thousand-year period culminating in renovation and/or destruction on a global scale - has long been a powerful theme in Euro-American religion, politics and literature. This course will survey the history of the millennial idea, emphasizing works of literature and art from different historical moments and cultural contexts, to better understand this theme and its diverse meanings and impacts. Topics will include: the New Testament Book of Revelation; apocalyptic prophecies of the late middle ages; the Humanism of the Florentine Renaissance; the painting of Hieronymus Bosch; the poetry of Blake and Whitman; the utopian socialism of G.B. Shaw and H.G. Wells; the counterculture of the 1960s; the information society of Marshall McLuhan; and the science fiction apocalypse 2001: A Space Odyssey. Pre-'99 Competencies: AL-5, AL-C, HC-2, HC-A. BA'99 Competencies: A-1-D, A-3-E, H-1-F, H-2-A. Faculty: John Kimsey

AI 246
PARLIAMENT OF THE WORLD'S RELIGIONS
The original World's Parliament of Religions was held here in Chicago in 1893. It was the first time in modern history that representatives from spiritual traditions around the world gathered together. A second Parliament was held in 1993, once again in Chicago, with more than 8,000 participants. The 1999 Parliament in Cape Town, South Africa will provide an extraordinary opportunity for people wanting to develop deeper spiritual lives to meet fellow seekers and guides from across Africa and around the world. It will let them explore how the resources of these traditions can address some of the critical issues of our day and give them a profound experience of multicultural community.

AI 247
STAGE IMPROVISATION AND GAME PLAYING
Improvisational comedy is social commentary or personal expression made immediate by spontaneous dramatization. Students will learn the games that form a context with which, or from which, to improvise. Then, they will improvise; they will play in their own and in each others' improvised sketches. They will learn to solve problems, find metaphors and examine improvisation as an excellent tool with which to monitor the process of learning. Additionally, students will acquaint themselves with the history of this freest of forms. From the engagement in the games and their analysis will come the most important outcome: the growth of confidence. Competencies: A1X, A2A, A3D, A5. Faculty: John Starrs

AI 248
EMPOWERING WOMEN THROUGH EDUCATION AND SOCIAL SERVICES
This Externship course offers students the opportunity to integrate community service with academic learning. The service learning component will involve students in organized community service projects that address the needs of women dealing with issues such as low self-esteem, lack of motivation, depression, and/or discontent. Students will keep journals that allow them to reflect on the social, moral, and ethical issues of their service learning experiences. Students will also be required to donate 20 hours of service working with women in various community organizations. Completion of a final paper will also be required. Prerequisite: Successful completion of Major Seminar or Research Seminar is required to register. Competencies: L-10, L-11(LEX). Faculty: Cynthia Sims

AI 249
AFRO-AMERICAN CULTURAL HISTORY
From the days of slavery to the present, the cultural contributions of the African-American in the areas of
literature and folklore, music, art, and theatre have helped shape and define the American identity. The impact of their creativity on American life has been, has been and continues to be, far-reaching. This course will illuminate the cultural history of the Afro-American. It will follow a lecture/discussion format, using slides, recordings, and selected readings. In addition, students will supplement their learning through individual research and documentation of approved topics.

AI 250
CHINA: THE OTHER SIDE
China's national admiration for its antiquity is similar to America's zeal for its future. The Chinese go back to its past masters of ideas for insight on the modern world. In this course, we will explore Chinese ideas of humanity, society, and religion by examining three major schools of thought: Confucianism, Taoism and Buddhism. We will try, as the Chinese saying goes, "to see the entire leopard through looking at one of its spots." Translated Chinese texts, brief lectures, student presentations, debates, Chinese music, films, food, Chinese paintings and calligraphy, and discussions will be used to formulate and compare American and Chinese civilization. Pre-'99 Competencies: HC-1, HC-2, AL-5. BA'99 Competencies: H-1-F, H-1-E, A-3-E. Faculty: Joseph Liang

AI 251
THE HUMANE PROFESSIONAL
While specialization is vital to progress in many professional areas, it can also lead to the erosion of humane values. These values can only be achieved through the cultivation of broader perspectives upon the world of knowledge. This course examines the dimensions of humane professionalism and the ways in which it can be achieved. Emphasis will be on the examination of professional behavior upon the confronting the limits of professional knowledge. No one profession will be the target of discussion since the humane professional can belong to any field. While humaneness is often used to refer first to the development of compassion and understanding for others, it can also refer to a familiarity with humanities. In this course, works from mythology, literature, history, and other fields will be used to explore humane values. Using readings assigned in class, students will be asked to prepare research papers involving individual exploration of the nature of humane professionalisms expressed in works taken from as least two areas of humane study.

AI 252
SPORT AND ART IN AMERICAN CULTURE: AESTHETICS AND EXCELLENCE
What is art in today's America? What purpose does it serve? The art world can be unfathomable. Sport, conversely, is all around us. We can observe, participate and criticize at a variety of different levels and types of sport. Sport has almost universal appeal, one of the few activities to achieve recognition across ethnic, economic, religious and lifestyle barriers. In this course, we will examine the purposes, delivery systems, and impact of both sports and art on our lives. Discussions will center around the aesthetic aspects of sports, the history of art and its relationship to our societal needs, and the connections, if any, between these two institutions. Special emphasis will be given to winter sports in this one-competence course. Pre-‘99 Competencies: AL-1, AL-C, HC-A. BA’99 Competencies: A-1-A-4, A-1-D, H-2-A. Faculty: Betta LoSardo

AI 253
SCULPTURE IN CHICAGO
Chicago is a city resplendent with exciting and diverse sculptures. This class will visit and explore many of our world famous sculptures, and discuss them in terms of their ideas, history, and form. Through a walking tour of Chicago sculpture, students will learn the vocabulary of three-dimensional form. Lecture and class discussion will provide an overview of sculpture history and three-dimensional design concepts. Students will find that the sculptural processes are accessible and will have the opportunity to create their own sculpture. Competences: A-1-C, A-2-A, A-5.

AI 254
WRITING ABOUT NATURE/ECOLOGY
Many Americans have sought to return to nature to attain inner harmony, to seek inspiration, or to discover the place of humankind in a larger context. These nature-lovers have produced a wealth of writing. Students will examine a wide range of American nature writing. They will also spend time in natural settings accessible to Chicago. Through a number of writing exercises, students will experiment with different forms and purposes of nature writing. These writings will be read and discussed in class, and class members will formulate their views on the return to nature and nature writing as meaningful leisure activities. Students will demonstrate proficiency in chosen competencies through oral and written reports. Pre-1999 Competencies: AL-2, AL-4, AL-C. BA-1999 Competencies: A-2-A, A-3-D, A-1-D. Faculty: Nancy Freehafer

AI 255
JESUS ACCORDING TO MATTHEW
Many of us were young children when we first heard stories based on the Gospel According to Matthew. The recent research of scholars about the culture of the Holy Land offers us new insights into the Jewishness of Jesus. Other scholars emphasize the impact of the peasant origins of Jesus on his message. We will also view and discuss the interpretation of Jesus found in Piero Pasolini's film, "The Gospel According to Matthew". We will then compare the message of Jesus in Matthew's gospel with selections from other New Testament writings. Finally, we will reflect upon this gospel in the light of our individual and collective experience as adults living at the beginning of the 21st century. This course can be taken for only one competence. BA-1999 Competencies: A3A, A3X, H1E, L7. Pre-1999 Competencies: ALF, ALN, HC1, HCH. Faculty: Kevin Buckley

AI 256
THEATRE AND SOCIETY
"The plays the thing," said Shakespeare's Hamlet, and this is certainly true, for the drama--from Oedipus to A Raisin in the Sun, and works before, in between and beyond, has served as a lens through which we can see the myriad dimensions of the human experience and the values that we humans have embraced at different moments in time. This course will thematically explore changing views of society as it has been illuminated in the drama over centuries. Students should leave the course with a greater awareness of the complexities of the human experience, as well as an enhanced appreciation for the contributions of key figures in dramatic history. Through the examination of themes and ideas presented in assigned texts, students will examine form, content, and stylistic aspects of drama. Students will read and discuss plays, view films, and walk around selected scenes in class. In addition, students will present oral and written reports and/or research papers depending on their registered competence(s), attend at least one assigned live theatrical performance, as well as participate in large and small group discussions. Students should leave the course with a greater awareness of the complexities of the human experience, as well as an enhanced appreciation for the contributions of key figures in dramatic history. Pre-1999 Competencies: AL-3, AL-C, HC-2. No negotiated competencies please. Faculty: Deborah W. Holton

AI 257
IRELAND: ARTS, LAND, PEOPLE
This travel-study course brings students to one of Ireland's most renowned arts festivals, to explore the ways in which cultural identity is expressed and supported by the arts, as well as how land and landscape impact culture and are expressed in the arts. This ten-day study tour introduces students to questions of globalization of culture vs. traditional/indigenous cultures; cultural tourism; roots of art in society; the role of the artist in society; community-based vs. elitist arts; landscape and its impact on arts; impact of arts in education; environmental issues in economy and the arts. Competences: L10,11 (Externship), E1, E2. Faculty: Patricia Monaghan

AI 258
LANDSCAPE DRAWING
Every rock, whether majestic peak or shiny pebble beach, holds the knowledge of centuries. Quiet forests and powerful rivers have witnessed the mysteries and strengths of past cultures. Through this class, you can experience the richness of nature's land forms in a new way. During one weekend on location, in an intensive drawing seminar, students will use the tranquility of nature to tap their own inner resources of communication. Students will learn about line, form and value through private and group consultation and direction, slide discussion, and drawing time. Students will use pencil, charcoal, and ink. Each student will develop from his or her personal level. Previous drawing experience is not necessary. One night will be spent on-site, allowing an early start for the second day's activities. Students will be required to purchase art supplies for this class. The room for the weekend will be approximately $70., with location within a 150 mile radius of Chicago. Pre-1999 Competencies: AL-2, AL-C. BA-1999 Competencies: A-2-A, A-1-D. Faculty: Margaret Lanterman

AI 259
LITERARY THEMES OF CONTEMPORARY BLACK WOMEN WRITERS
This course is designed to introduce students to the selected texts of diverse contemporary Black women from throughout the African Diaspora. Students will select from six writers and analyze the ways these writers have the human experience, based on the social constructions of race, class, and gender. Students will also choose and interpret relevant exhibitions, documentaries, lectures, performances or other distinct literary genres that locate the work of these writers within a historical moment, describing the social context and focusing on the issues manifested in the work. Pre-'99 Competencies: AL-1, AL-F, AL-H. BA'99 Competencies: A-1-A, A-1-C, A-1-X. Faculty: Chigozie Acebe.

AI 260
THE SOULS OF BLACK FOLK: AFRICAN AMERICAN HISTORY AND CULTURE
The Souls of Black Folk is the title of W.E.B. DuBois's landmark work written almost a century ago. It also
aptly describes this course which will illuminate the history and culture of the African American. Students will examine and analyze history through the multiple lenses of oppression and the African American response to it. And, will heighten their awareness and appreciation for African American cultural creativity—in folklore, language and music—as a means to both cope with and fight oppression. It will follow a lecture/discussion format, using films and videos, recordings, and select readings. In addition, students will supplement their learning through individual research and documentation of approved topics. This class meets first at Malcolm X College at 1900 W. Van Buren St., and then at the Loop campus. Pre-‘99 Competencies: HC-1, HC-2, AL-2, AL-E. BA’99 Competencies: H-1-E, H-1-F, A-2-A, A-1-D. Faculty: Wellington Wilson, Deborah Woods Holton.

AI 261
PSYCHOLOGICAL GROWTH IN ADULTHOOD
In this course we will look at several models of adult development that have been put forward in recent years and relate them to our own lives. We will ask questions such as: where am I in my life’s journey? How can I develop my cognitive, moral, and psychological capacities? How can an understanding of stage development help me in my relations with others? Do gender and culture affect development or is there a common path that all human beings follow? In-class work will include lecture, small group work, role play, various written exercises, and discussion. In addition, students will keep journals in which they reflect on their learning and their personal experience and then prepare a personal growth history which relates their own experience to one or more of the models studied. Students will also work collaboratively on a project in which they attempt to design a model of how cognitive, moral, and/or psychological growth occurs and how it might be encouraged. Students will also observe their own collaborative process and relate it to theory. Pre-‘99 Competencies: AL-D, AL-N, HC-H. BA’99 Competencies: L-7, A-3-A, H-3-C. Faculty: Lynn Holaday

AI 262
GLOBALIZATION AND THE IMPACT OF TECHNOLOGY
This course focuses on current affairs regarding globalization as a world system of operation in society. The course aims to clarify our notion and understanding of globalization by looking at the impact that technology has had in the way we conduct our lives. Throughout this course students are asked to read and reflect upon different technologies that we have seen affecting the way in which people communicate. The central idea to broaden our perspective about globalization is that one the most important and significant activities that we do as humans is to communicate. Therefore, our focus of study will be centered around communication technologies widely used in the world, potentially continuing to change our lives even more. Broadly speaking, technologies under study include the telephone, television, and computer networks (the Internet). Competences: H5, S3F, FX.

AI 263
THEIR EYES WERE WATCHING GOD: THE LIFE AND WORK OF ZORA NEALE HURSTON
This is an Online Course and a Travel Course—a dynamic duo! Students will be required to attend three "live" class sessions in the Loop to supplement online course work. Students will also attend the 12th Annual Zora Neale Hurston Festival in historic Eatonville, Florida, the first incorporated Black town in the US, for a four-day immersion in Black culture. Estimated expenses include tuition, airfare, hotel, food, local transportation, and conference registration fees (approximately $1,200, plus tuition. "Zora Neale Hurston, outstanding novelist, journalist, folklorist, and critic, was, between 1920 and 1950, the most prolific black women writer in America. The intellectual and spiritual forerunner of a generation of black women writers, Hurston believed in the beauty of black expressions and traditions and in the psychological wholeness of black life." (I Love Myself When I Am Laughing: A Zora Neale Hurston Reader [Alice Walker, ed., Feminist Press, 1979], i). Zora Neale Hurston, adult learner, writer, folklorist, playwright, and storyteller, was an amazingly gifted woman. Her novel, Their Eyes Were Watching God, is a recognized classic used in many college classrooms across the country. A legend in her own right who Alice Walker ranks with Bessie Smith and Billy Holiday, Zora Neale Hurston has been a beacon for students interested in learning about Black life and culture. Students in this class will immerse themselves in the literature by and about Zora Neale Hurston and will create research projects that connect their learning with their own scholarly interests. ). Competencies: A1X, A5, H1X. Faculty: Deborah Holton

AI 264
PASSING ON TRADITIONS
In this course, we will investigate our perceptions, understandings and feelings about the world. will reveal connections to the past by emphasizing non-traditional ways of knowing and learning. Students will examine how traditions or collections of beliefs are passed on by researching an individual or groups of people from the past or present. Working individually or in groups, students will create an oral presentation and research paper. Source material can include diaries, journals, or historical books. This experience will help students to reflect on the traditions in their lives in order to come to terms with past and present realities.
PHILOSOPHY AND ECONOMICS
This course will provide an introduction to economics as it has developed in the 20th century. It will investigate how markets work and explain what macroeconomics means. These concepts will be discussed and the necessary vocabulary defined. The emphasis on the evolution of economics will generate thought provoking discussions including: the effect of the increasing number of industrialized countries on the United States economy; changes in streams of income and its effect on the middle class; the interrelationship of technological changes and economy. Pre-1999 Competencies: HC-3, AL-C, WW. BA-1999 Competencies: A-3-A, F-X, H-1-C. Faculty: Alan D. Cohen

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. Pre-1999 Competencies: PW-B, AL-5. Faculty: John Minogue

THE EXAMINED LIFE: A QUESTION OF PHILOSOPHY
"The unexamined Life is not worth living," exclaimed the Greek philosopher Socrates, setting the tone for philosophical quests that have shaped out thought and civilizations. "Neither is the examined one," retorted German philosopher Schopenhauer 2,300 years later after surveying the prospects of the modern world. This course will outline the philosophical tradition of rational thought that stretches in between these thinkers. Students will focus on how the great thinkers and traditions East and West considered ethical, metaphysical, epistemological, political, and aesthetic problems. And they will engage in a philosophical examination of their own life and beliefs. Pre-1999 Competencies: AL-5, AL-G, AL-N. BA-1999 Competencies: A-4, A-3-A, A-3-E. Faculty: R. Craig Sautter

CHICAGO AUTHORS
Chicago has earned a varied international reputation for its gangsters, architecture, railroads, political machines, stockyards and industries. But for many around the world, Chicago is best known for its writers and literature. By the turn of the 20th century, Chicago was heralded as the "literary capital of the United States" and it is still home for great writers. Students will read two novels or books of poetry to explore Chicago's history, characters, problems, and images. The class will trace literary movements and explore elements of structure, character, plot and style in fiction and poetry. Competencies: A-1-C, A-1-E, A-3-G, H-1-H, A-5. Faculty: R. Craig Sautter

MAKING THE SCENE
This course is designed to engage students in the art of playwrighting in order to discover the essential nature of drama on stage and in life. By reading and viewing plays, students will be encouraged to reflect on the apparent contradiction between "universal truth" and individual experience. In addition to appreciating the structure and ethos of drama, students will learn to identify the "why" behind any play and to use drama as a means of creating and telling stories. Pre-1999 Competencies: AL-1, AL-2, AL-C. BA-1999 Competencies: A-1-A, A-1-D, A-2-A. Faculty: Ewing Eugene Baldwin

DESIGN FOR LIVING
The purpose of this course is to develop an awareness, understanding and analysis of the Chicago-area built environment. Architectural, public art, urban design and urban planning elements, techniques and issues will be presented with downtown Chicago as the primary study area. Specific architectural and development plans will be analyzed from various perspectives, such as: historical, social, technical, functional, aesthetic and symbolic. The development of Chicago's commercial architecture, and its contribution to modern architectural theory and practice, will receive special emphasis. Pre-1999 Competencies: AL-3, AL-B, HC-5. BA-1999 Competencies: A-1-C, A-2-C, H-1-I. Faculty: Timothy Hill

SHADOWS OUT OF TIME: MODERN HORROR FICTION
"Very few authors can boast that they have inspired and encouraged a generation of writers. Fewer still can say they have inspired two or three such generations. H.P. Lovecraft is one of those select few who, even 63
years after his death, inspires, encourages and educates writers of weird fiction and horror the world over. This course will cover Lovecraft the man, his life and the times in which he lived. It will encompass Lovecraft's work, including his stories, poetry and the myth circle that he created and which authors enlarge upon even today. Finally, the course will examine the "Lovecraft Circle", the writers he personally encouraged and assisted as well as those who joined the club by contributing mythos tales of their own. Students will read selected works of Lovecraft, Robert Bloch, Ramsay Campbell, Stephen King and others. Pre-1999 Competencies: AL-1 AL-3 AL-E AL-F. BA-1999 Competencies: A-1-A, A-1-C, A-1-H, A-1-X.

AI 272

REVOLUTIONARY MOVEMENTS IN LATIN AMERICAN LITERATURE, ARTS AND MUSIC
The content of this course will revolve around the topics of love, death, and magic in Hispanic literature. Students with the ability to read and speak Spanish will be given the option to read and discuss the selections in that language, while those who speak English will read and discuss the selections in English. Readings from such authors as Sor Juana, Neruda, Marquez, and others will be put in a historical and cultural context. References to other art forms will enrich the discussions. Included in this course will be field trips to the Mexican Fine Arts Museum and the Newberry Library as well as to appropriate concerts. This class meets the first part of the quarter at Truman College and then at the Loop campus. You may register for up to three competencies. Competencies: A1A, A1C, A5, H1A, A3E Faculty: Staff

AI 274

WRESTLING WITH THE ANGEL: GOD, SEX, AND THE GUILTY CONSCIENCE IN LITERATURE
Humans have always had an impulse to worship a God (or Gods). Humans have always been irresistibly drawn to sexual self-expression. Pervasive throughout history is this fascinating paradox: the God whom we worship condemns the sex we crave. Guilt is our link between the sacred and the profane. The triangulation of religion, sexual desire, and guilt has long been the concern of artists and writers. This course examines this phenomenon in such literary masterpieces as Nathaniel Hawthorne's The Scarlet Letter, Tony Kushner's Angels in America (Parts 1 and 2), and William Shakespeare's Measure for Measure. We will also study poetry, literary criticism, and relevant excerpts from sociological, theological, and psychological texts. In addition to participating in class discussions and presentations, students will be required to submit a final paper and a ten-entry journal. BA-1999 Competencies: A1D, A1E, A3G, A5, H3X. Faculty: Peter Forster

AI 275

INTRODUCTION TO CREATION SPIRITUALITY
This course provides an overview of Creation Spirituality, a movement that draws on ancient spiritual traditions and contemporary science to awaken authentic mysticism, revitalize Christianity and Western culture, and promote social and ecological justice. Creation Spirituality teaches that God permeates all things and that humanity is an original blessing to the earth. In this paradigm, Christ is God's liberating and reconciling energy, transforming individuals and society's structures into conduits of compassion. As we embody God's love, we become the Creation that God intends. Topics to be explored include differences with fall-redemption attitudes, relationships to post-modern world views, and applying insights to personal life and work dynamics. BA-1999 Competencies: A3B, A3X, A5, H4, FX. Pre-1999 Competencies: AL2, ALF, HCF, WW. Faculty: Richard Rossiter

AI 276

CREATIVE INK: THE ART OF WRITING
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, and avant garde experiments. 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. Competencies: A-1-C, A-2-A, A-2-X, A-5. Faculty: R. Craig Sautter
AI 277
WRITING FROM THE INSIDE
A series of dovetailing activities and exercises expose students to an increasingly broadened range of experience with the foundational elements of the writing process. Thus students arrive at an understanding of the creative process in the art of writing through their own writing experiences, as well as through reading and discussion of the writings of others. The context for writing understood as an art will be an interdisciplinary one that will also involve drawing. The students' explorations will take advantage of an arena of peers all sharing the process of personal discovery, and reading and discussing their own work as well as the works of literature together. Students produce a finished writing product of their own in an artistic form which meets the criteria of "art" explored by the class, present the work to the class, and explain their process. They will also produce a written evaluation of one or more writings of their choice in terms of this same criteria. Pre-1999 Competencies: AL-1, AL-2, AL-4, AL-F BA-1999 Competencies: A-1-A, A-1-X, A-2-A, A-3-D. Faculty: Ann Schultz

AI 278
THE LITERATURE OF INCARCERATION
The U.S. incarcerates well over 2 million people. Proportionally, no other democratic country in the world comes close to this level. Locked away, out of sight and hearing from most of us, this population of women and men is represented by the media in lurid, predatory images. The writing that has emerged from prisoners paints an altogether different picture, however. In this class, we will study several literary texts--short stories, essays, poems--written by women and men who have been or are currently incarcerated. The class will be offered for one competence only and will meet the first five weeks of the quarter. BA-1999 Competencies offered: A5, H4, A1E. Faculty: Ann Folwell Stanford.

AI 279
EXPLORING WORLD LITERATURE: THE INTERNAL HISTORY OF HUMAN EXPERIENCE
This course is about exploration, about discovery, about meaning. Together we will explore remarkable stories of world literature, and together we will discover remarkable worlds that open our lives with meaning. By means of consummate storytelling and remarkable language, respected masters and new and emerging writers, chosen for their literary excellence, will transport us to South America and to the Caribbean - - to North America; Europe; and Russia - - to the African Diaspora to the South Pacific -- to Mexico, Central America and to the Middle East - - to Mississippi and to Harlem - - to South Asia and to East Asia. The course will also include short stories from acclaimed Native American writer, Sherman Alexie, who also wrote the screenplay for the academy award-winning movie, Smoke Signals. This course's chosen classic and contemporary masterpieces of short fiction will reflect thematic, aesthetic, and cultural variety: different styles, points of view, and rich diversity of cultural, historical, and gender perspectives. The stories draw us in by powerful images garnered not only from our own backyard, but from the many yards across the globe. Competencies: L7, A1X, A5, H3X, FX. Faculty: Susan F. Field

AI 280
TRADITIONS AND TRANSITIONS: PROFILES IN ADULT LEARNING
This course is designed to assist learners in investigating the perceptions, understandings and feelings about their lives and the contexts in which they are lived. It will help to reveal connections to the past and conditions shaping the future with special emphasis on non-traditional ways of knowing and learning. Students will choose persons from the past or present and examine how a family and/or cultural tradition is passed on through time, including forces shaping its future form. Pre-1999 Competencies: AL-D, HC-2, AL-F, WW. BA-1999 Competencies: A-3-B, H-3-C, H-1-F, L-7, F-X.

AI 281
RITUAL AND EVERYDAY LIFE
This class will delve into ritual as an experiential, expressive performance of self, culture, spirituality, and ethics. We will be reading, viewing and discussing various examples of ritual forms, both religious and secular, Euro-American and non-Western, and looking at works about ritual performance by anthropologists and performance theorists like Ronald Grimes, Richard Schechner, and Victor Turner. We will also be experimenting with the role of ritual in our daily lives, creating our own rituals and ritual performances. This process will highlight what it means to endow everyday objects and events with sacred significance, and how such an expression of self establishes an essential relationship with community. BA-1999 Competencies: A-1-H, A-2-A, A-5, H-1-E, H-3-I. Pre-1999 Competencies: AL-2, ALE, HC-1, HC-W. Instructor: Jason Winslade.

AI 282
LEISURE FOR WELL-BEING
The pursuit of happiness for most people is an important aim in life. A personal feeling of well-being includes
“emotional happiness” and the rational satisfaction with one’s own life. In this course you will attempt to define the term "well-being" and discover its relationship with other concepts such as mental health and life satisfaction. How does physical exercise influence well-being? How do positive and negative life events influence well-being? Do good social relationships guarantee happiness? Do the expectations one has in life with regard to income influence well-being? Is it important to set goals to achieve a high level of well-being? These and other questions will be addressed in this course. You will try to define some of things a person can do to increase his or her level of well-being. Others' ideas serve as common course content, as presented in the material assigned to this course. You will be asked to participate actively and critically, to work individually and in study groups, using your own experience as a field of analysis and reflection. Active group participation will foster a harmononc, interactive environment, which might increase positive relationships among students and foster a feeling of well-being throughout this course. Competencies: H3F. Faculty: Staff

AI 283
VISIONARIES OF PEACE
Sacred scripture shares: “Without a vision, people perish.” In our contemporary global reality, where talk of war and terrorism fills the air, and "peace" is a complicated notion, what does it mean to be a visionary of peace? To whom can we look for wisdom and guidance? In light of these questions, we will study the words and deeds of four persons whom many consider to be peace visionaries. We will question their motives and actions. We will ask one another if they are indeed worthy of being called visionaries of peace. We will ask ourselves and one another what they have to teach us. We will explore the foundational principles and practices which guide them, those of contemplation, nonviolent action and peacemaking. We will compare and contrast their approaches to peacemaking. We will examine what they have to say to us and to our world today. They are Peace Pilgrim, an American woman who walked over 25,000 miles for peace; Badshah Khan, known as "The Frontier Gandhi,"of the Pathan region of the Pakistani-Afghani border; Thich Nhat Hanh, Vietnamese Buddhist monk and social activist; and Mairead Corrigan Maguire, Nobel Peace Prize winner from Northern Ireland. We will get to know these contemporary visionaries of peace. We will read their own words, read what others have to say about them, and discuss their relevance in light of our post September 11 reality. In light of their vision, we will work to create our own vision for peace in our hearts, our community and our world. BA-1999 Competencies: A-3-A, A-3-G, A-5, H-3-D, H-5. Pre-1999 Competencies: AL-R, AL-N, HC-B, HC-X. Faculty: Anthony Nicotera.

AI 284
THE BRAVE NEW WORLD OF MARKETING COMMUNICATIONS
This course will help students understand and successfully navigate through the brave new world of marketing communications and advertising: a world of segmented audiences, fragmented media channels, technology and interactivity, online communities, and on-demand media, where brand building has emerged as a business imperative. Students will learn which principles of traditional marketing communications are in, which are out, and the new ones that have emerged. We will read books and articles and examine the internet, e-commerce, experiential marketing, consumer-generated content, branded entertainment, search, music and mobile channels. Through the process of creating marketing communications programs utilizing these channels, students will also gain skills in collaborative learning and creativity. Competencies Offered: A5, H2G, S3F, FX

AI 285
EUROPEAN ART CINEMA
After World War II ended, American movie theaters began showing films from Europe that became popular among war veterans, college students, and graduates. Unlike most classical Hollywood films, the new “European Art Cinema” was less concerned with presenting stories with happy endings than with exploring social, political, and psychological themes through the use of film as an aesthetic form. This course introduces students to the art cinemas of Italy, France, Germany, and Sweden, concentrating equally upon the appreciation and analysis of individual films, the historical and cultural conditions of their production, and the relationship between Hollywood and the European film industries. In addition to reading film and cultural history, we will watch and discuss a full-length feature film each week in class. Screenings include Vittorio DeSica’s Bicycle Thieves, Federico Fellini’s Nights of Cabiria, Francois Truffaut's The 400 Blows, Alain Resnais' Hiroshima, Mon Amour, Michelangelo Antonioni's Red Desert, Jean-Marie Straub's Not Reconciled, Claude Chabrol’s La Rupture, Ingmar Bergman's Persona, Rainer Werner Fassbinder's The Marriage of Maria Braun, and Jean-Luc Godard's First Name: Carmen. All students will be required to write a paper pertaining to the specific competencies chosen. Students registering for Integrative Learning competencies, capstone competencies, or advanced electives will be required to conduct and incorporate outside research for their final paper. In November 2000, please visit the course website for more information: http://www.depaul.edu/~mdeange1/artcinema/ Pre-1999 Competencies: AL-I, AL-3, HC-1, AL-9, AL-I 0, HC-9, HC-O BA-1999 Competencies: A-I-A, A-I-C, H-I-E, E-I, E-2, 1-3, 1-4.
AI 286
DANCE IN CHICAGO
This course is designed to introduce students to art dance in Chicago. "Art dance" is a term that refers to western performance dance forms such as ballet, modern dance, and jazz. In this class, we will concentrate primarily on newer styles of dance. The purposes of examining these dance forms are to develop a better understanding of one art form and to have a clearer understanding of the role dance concerts play in expressing larger societal values. Students will attend both class and concerts. Prior to seeing their first concert, students will learn the language of dance criticism and will receive some brief training in how to observe and analyze dance.

AI 287
THE PRACTICE AND SPIRIT OF CREATIVE WRITING
When I teach writing, I often interchange the word "writing" with the word "life." Writing is life. But many have forgotten. Author Georgia Heard writes in her book Writing Toward Home, "There are many times when I've felt that I had nothing valuable to say. That real writers were other people. It has taken me a while to believe that the way I feel each day, and the way others speak when we're least self-conscious, is where writing comes from. When we speak in a language that is ours and tell our own stories and truths - - this is where writing comes from." Yet still many have forgotten. Poet Marge Piercy's words resonate to all of us when she writes: She must learn again to speak / starting with I / starting with We . . . There is an ancient Chinese proverb: A bird doesn't sing because it has an answer it sings because it has a song." Writing is natural, like a bird's song. But many have forgotten. When it comes to writing, it was American writer Robert Frost who believed that if one was open, one might even realize "with initial delight that you are expressing thoughts that you didn't know that you already knew." This course will involve the student in the practice and spirit of creative writing Very importantly, it will involve through a re-awakening and a re-discovery of the creative potential that lies inside, waiting to speak again. Our course follow the lead from the great essayist E.B. White who defines writing " as communication, and creative writing as the self coming into the open." Indeed, writes author Christina Baldwin in her essay on the writing life: "There comes a journey And there comes the urge to write it down, to bear witness to our experience, to share our questions and the insights that come from questioning." In a supportive, sharing learning environment, each class session will be presented in an exploratory workshop format that integrates content and spontaneity. Students will be inspired to risk, to explore, to bring to consciousness, to nurture, to trust and to honor the originality of their own emerging personal voice. Students will also gain awareness of and understanding into the wonders of the creative process itself. The flexible course structure is intended to accommodate individual needs and writing exploration and to encourage individual creative writing development. Students are asked bring to class a few belongings as one writer suggests: A nugget of personal truth, still buried; a bit of history under the skin, ready to be transformed. And let me add that students bring some more belongings: an open mind with a dash of wonder; a pocketful of dreams; the courage (it may be shy) to create; and a heart filled with blind faith. Competencies: L-7, A-2-A, A-5, F-X. Faculty: Susan F. Field.

AI 288
POWER AND LEADERSHIP IN PUBLIC SPEAKING: MANAGERIAL COMMUNICATIONS
When you are trying to sell an idea or product, your presentation must be specific and detailed, convincing and authoritative. This course will teach students to develop and deliver exciting and effective presentations. Through numerous individual short presentations and one final major presentation, students will learn how to overcome such speaking problems as nervousness, eye contact, understanding the audience and its culture, questions and answers, effective use of graphics, distractions, time control and how to handle troublemakers. Through the use of flip charts, overheads and computer-generated graphics and videos, students will learn to effectively organize their material to communicate their subject material to the audience. Students will need a basic understanding of computer software such as PowerPoint, database spreadsheets and access to the Internet for research. Students will develop an appreciation of the complexity of the communication process and the choices facing the communicator. Pre-'99 Competencies: AL-F, HC-S, WW. BA'99 Competencies: A-1-X, H-3-E, F-X. Faculty: Tom Strzycki.

AI 289
ACTION FILMS: HONG KONG AND HOLLYWOOD
In this course students will compare and contrast action films completed in Hong Kong and Hollywood. Competencies: A1C, A5. Faculty: Michael DeAngelis

AI 290
MEN AND MASCULINITY
This class is an introduction to the history, roles, and social expectations of masculinity in the United States. Its starting point is the social construction of gender, and the origins of ideas about "masculine" and "feminine" behaviors. We look deeply into the social, economic, political and cultural forces that shape views
of gender. The class draws upon a wide array of literature, poetry and perspectives on boys, men, social roles and masculinity. Just as the feminist movement showed girls and women the vast array of possibilities in a "feminine" world, so, too, does this course consider the possibilities of the "masculine" world. We will particularly explore research that addresses the experience of contemporary boys; their struggles and the painful issues they must face on their journey to manhood in American society. BA-1999 Competencies: A3A, A4, H2A, H3A, H3H, FX. Pre-1999 Competencies: ALN, HCA, HC4, HCV, WW. Faculty: James Frank

AI 291
TRAINING DEVELOPMENT
This five week course will address the development of instructional methods and materials consistent with the purpose, audience, and context of a specific training need. Students will learn how characteristics of adult learning and adult learners can converge with principles of instructional design to create effective and dynamic training materials. Students will demonstrate competence through the design of training methods and materials. * Successful completion of Training Design is required prior to registration. Students may register for only one competence

AI 292
EONS AND ARTS II: MANIFESTATIONS OF CULTURE
This course will connect specific historical eras in Western culture with representative art forms so students can gain cultural insights. Particular attention will be paid to artifacts in the Chicago area. Students will analyze the relationship between popular art and movements in history through lecture, readings and discussion. We will also address contemporary cultural issues, including how later peoples will judge our values based on our arts. Pre-’99 Competencies: AL-1, AL-E, AL-I. BA’99 Competencies: A-1-A, A-1-B, A-1-H. Faculty: Jo Anne Gesiakowska

AI 293
THE HORROR FILM
The horror film has introduced and popularized many of the cinema's most unique stylistic innovations, especially in the areas of camerawork, lighting, color, sound, point-of-view, and editing. The genre also helps us to understand how filmmakers construct surprise and suspense to maximize the viewer's emotional involvement and response to film narratives. This course introduces students to the language of film analysis by studying a number of representative films in the horror genre. We will also examine the social and cultural dimensions of the "fear" response that horror films exploit so strategically. We will read exciting theoretical work discussing the reasons for the genre's widespread appeal. Weekly in-class film screenings include the following: Psycho (Hitchcock version), The Texas Chainsaw Massacre, Halloween, Scream, The Cabinet of Dr. Caligari, and Suspiria. Students will give class presentations and write papers on topics tailored to their interest in the genre. Pre-’99 Competencies: HC-D, AL-1, AL-3, AL-9, AL-10. BA’99 Competencies: H-2-G, A-1-A, A-1-C, E-1, E-2. Faculty: Michael DeAngelis.

AI 294
THE PRACTICE OF PEACE
Following the September 11, 2001 suicide attacks, President Bush has declared an open-ended war on terrorism. In the midst of this war, what does it mean to practice peace? How might you and I work to practice peace? We will explore some of the principles, practitioners and practices of nonviolent peacemaking, allowing for debate and discussion. We will explore personal, interpersonal and political peacemaking. We will examine power relationships and dynamics inherently at tension in the practice of peace. We will read the works of contemporary peacemakers, such as Maread Corrigan Maguire, Jodi Williams, and Thich Nhat Hanh, as well as seminal figures in the peace movement, such as Martin Luther King, Jr., Mahatma Gandhi and Dorothy Day. We will have guest lectures from local and international peace practitioners and discuss various ways of practicing peace on personal, local and global levels. BA-1999 Competencies: A3C, A4, H3D, H4, H5. Pre-1999 Competencies: ALG, ALP, ALS. Faculty: Anthony Nicotera, LSW, works in University Ministry at DePaul. He received his BA from Georgetown University, where he also studied Law. He received his MSW from Loyola University of Chicago where he also studied philosophy and theology. As a licensed social worker, he has worked extensively with disadvantaged youth. He has lived and worked in India, Latin America, and in a Catholic Worker community in New Jersey. In his work for peace and justice, he has been arrested a number of times for non-violent civil disobedience.

AI 295
SHADES OF GRAY: MORALITY AND ETHICS IN FILM
In the early days of movies, people flocked to the theater to see the good guys (white hats) triumph over the bad guys (black hats). As the art of cinema evolved, the characters and the ethical issues they faced became more challenging and complex. Through in-class screenings and related readings, this course will examine films whose themes strongly concern the depiction of ethical and moral choice. We will discuss the ways in
films whose themes strongly concern the depiction of ethical and moral choice. We will discuss the ways in which the film makers create meaningful ethical dilemmas; how the characters' choices are portrayed; and how these portrayals may influence our own formulation of value systems and ethical choices. Competencies: A1A, A1D, A3C, A4. Faculty: Gary Fox

AI 296
STAGE PLAY(ING)
The plays the thing... A play is action, play, conflict, resolution, motion, emotion, live now. A play is crafted for the stage, not for the page. What we find on the page is a script, a guide to the play, not the play itself. The course will explore the play (and playing) in as many of its dimensions as we can discover. Students will read about reading scripts, and then read them to see the play as it could come to be. We will put together scenes, sketches, stories, and/or short plays; as well as improvise, role play, and act in our own work as well as in the work of established playwrights. Students will take the study to the theater to see what works and what doesn't work on the stage. The class will work and play together and apart and let the creative imagination take us where it will. Competencies: A-1-C, A-2-B, A-2-C, A-5. Faculty: John Starrs.

AI 297
WOMEN'S WISDOM AND THE POWER OF PERSUASION
In this course of fulfilling our private and public lives, we draw on combinations of our knowledge and experience (wisdom) and capacities to be persuasive. The alliance of wisdom and persuasion goes back to early Greek philosophers who formulated them as subjects for men, but not for women. More contemporary perspectives suggest that men and women may bring differing palettes to the artistry which weaves persuasion and practical wisdom. This course will examine emerging theories on the stages of "knowing," and their philosophical roots, and the application of this developing knowledge to many facets of professional and personal life. Students will utilize case studies, discussions, readings, self-explorations and other activities to analyze systems of thought regarding the development of values, knowledge, and persuasive skills with a particular emphasis on women's perspective and experiences. The role of media shaping attitudes, motivation, and decision-making processes will be explored through the images and metaphors conveyed to and about women. The course will offer and opportunity for understanding the roots of many of our values and perspectives on women's approaches to knowledge and persuasion.

AI 298
THE ITALIAN RENAISSANCE
From the thirteenth to the sixteenth centuries, the Italian peninsula was the center of a new age of human discovery and expression. With the unfolding of ancient philosophies, the Catholic Church's temporal and spiritual control over Western Europe faltered. This age changed the meaning of political power, art, literature, science, and religious life. New perspectives lifted the horizons of thought and artistic expression. What meaning and value do these issues have for the contemporary person? By exploring the richness of Renaissance culture, this course attempts to answer the following questions: What happened on the Italian peninsula during the Renaissance? Who were the principal players? How did this period influence western civilization, particularly with respect to learning? What does the Renaissance mean today? Why, indeed, does it play such a major role in contemporary consciousness of the arts, literature, politics, and science? While the general focus of the material is the Renaissance in the Italian city states, the course concentrates on the rise and fall of the Medici family in Florence. Cosimo, Lorenzo, Piero and Giovanni de' Medici (Pope Leo X) were instrumental in the development of this spectacular age in Western Civilization. Learners will also confront our own time with respect to issues raised in the Italian Renaissance. Faculty: Betta LoSardo.

AI 299
ELEMENTS OF FILM AND TELEVISION: AN AESTHETIC APPROACH
There's more going on in a film or TV show than the story! Understanding aesthetics principles allows both consumers and creators to experience film and television on deeper levels-both intellectual and emotional. While aesthetics classes in the philosophy department are concerned with the connection between "beauty" and "truth", this course will be primarily concerned with basic visual language. Students will learn how to interpret the medium's aesthetic elements by decoding its visual language, thereby building strategies for their own creative visual thinking. By exploring a variety of genres---narrative films, television dramas, documentaries, even commercials---we will develop criteria to help us see beyond the obvious text. Working within the limitations of the medium, we will learn how to manipulate and exploit the aesthetic elements at our command to obtain desired effects. The course will culminate with each student producing an integrated project. Competencies: A-2-C, A-5, A-1-X. Faculty: Gary Fox

AI 300
MULTICULTURAL LITERATURE
AI 312
AL0/INDEPENDENT STUDY: ARTS OF LIVING

This course will explore issues of race and racial identity in American society through the medium of theater. Texts will include several of the following: "Blues for an Alabama Sky," a Civil War retelling of the Oedipus story; "Twilight, Los Angeles, 1992," Anna Deveare's performance piece based on the Rodney King riots; "The Story," Tracy Scott's play about the pressures on a young black journalist to climb the media ladder; "Spinning Into Butter," Rebecca Gilman's provocative play about racial harassment on a college campus; Lorraine Hansberry's classic "A Raisin in the Sun;" Thomas Gibbons' "Personal Collection," which deals with the issue of appropriation of cultural heritage; and one of the ten plays from August Wilson's epic cycle. The class will also view a play on these themes at a Chicago theater. Competences: A-1-A, A-1-D, A-5, H-4, F-X (for Law & Literature focus area students only) Faculty: Fred Wellisch

AI 314
ART: INSIGHTS FROM THE INSIDE

Understanding art and artists is the result of gaining insight into the artist and his/her relationship to the society in which he/she lives, as well as the process of artistic creation itself. The production of contemporary Western art is the result of over three thousand years of evolution within a framework which can be traced to the ancient Greeks. This course will trace that evolution and engage the student in opportunities to experiment with various media to provide insights into artist's work. With the help of a series of videotapes, students will be taken on a "journey" from the earliest Greek monuments to the art of the present day to explore artistic styles, forms, and subjects as they have changed through the ages. Students will do hands-on creating with pen and ink, water colors, and clay as a means of experiencing the role of media and the decisions which artists have to face in the course of their work.

AI 315
CREATIVITY AND IMAGINATION

Is there a specific mental procedure that gives rise to the making of new inventions, new scientific and mathematical discoveries, new philosophical systems, and new works of art? If so, it remains as mysterious today as a thousand years ago. In this course we will compare and critically evaluate a range of theories about human invention and creativity, both classic and modern - from ancient conceptions of divine inspiration and "creative madness" to recent hypotheses in the fields of evolutionary psychology, cognitive science, and artificial intelligence. We will test these theories by (a) applying them to our own past experience with creative endeavors and (b) by determining to what extent the theories can adequately explain the emergence of particular inventions, scientific or mathematical breakthroughs, or works of art. The course will introduce the thought of a range of important theorists on the creative process - from Plato to Freud - and also weigh the contributions and examples of prominent artists, scientists, and inventors, including Archimedes, Newton, Mozart, Milton, Poe, Van Gogh, Poincaré, Edison, Einstein, and others. Competencies: A5, A3X, S3X, H3X. Faculty: David Simpson

AI 316
SPIRITUALITY AND HOMELESSNESS

This Service Learning Externship course will focus on the lives of Chicagoans who live without homes. Based at the Interfaith House, a respite, assessment and supportive living center for the homeless, students will learn about a holistic process of healing as well as policies, such as those of the Chicago Continuum of Care, which determine services available to this population. The class will also engage in a service-learning project and reflect upon the learning process. The first class session will be at DePaul. Some subsequent class sessions will be at Interfaith House. Students will be required to do service work at Interfaith House. Pre-'99 Competencies: LL-7, HC-9&10, AL-9&10 or PW-9&10. BA'99 Competencies: L-10, L-11, E-1, E-2. Faculty: Art Bendixen

AI 317
EONS AND ARTS I: MANIFESTATIONS OF CULTURE

This course will connect specific historical eras in Western culture with representative art forms so students can gain cultural insights. Particular attention will be paid to artifacts in the Chicago area. Students will analyze the relationship between popular art and movements in history through lecture, readings and
analyze the relationship between popular art and movements in history through lecture, readings and discussion. We will also address contemporary cultural issues, including how later peoples will judge our values based on our arts. Pre-'99 Competencies: AL-1, AL-E, AL-I. BA'99 Competencies: A-1-A, A-1-B, A-1-H. Faculty: Jo Ann Gesiakowska

AI 318
GRASSROOTS THEOLOGY
This course offers students the tools needed for a critical reflection of their own assumptive world view of various churches and to probe methods of change which can be applied to these churches enabling them to better serve their people. We will not compare religions; the focus is on the theology behind religions. Once students examine their assumptive worldview, through theological reflection, they will compare values with other class members as well as those of various churches. Each student will choose a given church and engage in critical reflection to examine potential changes needed within that institution. Students will learn about theological reflection, explore skills needed to make changes within a community or church and engage in small group work. Students will also assess and critique themselves and each other. Pre-'99 Competencies: AL-5, AL-D, HC-5. Faculty: Barbara Donnelley

AI 319
UNDERSTANDING SOCIAL RELATIONSHIPS FROM AN AFRICAN-CENTERED PERSPECTIVE
This course will utilize an African-centered framework to examine the nature of social interactions within the African-American community, with a focus on female-male relationships, parenting, and the place of elders in the family. Students will examine the role of culture and racism in the historical development of these social relationships while identifying possible solutions to alleviate tensions experienced within the examined relationships. Guest lecturers, readings, discussions and written assignments, a learning journal, and individual paper or project will comprise the learning experience. Loop. Sat. Prerequisite: Psychology from an African-Centered Perspective, a course in African or African-American culture, or permission of instructor. Please call 312-362-8199. BA-1999 Competencies: H1B, H3I, A3A, A3E, A3F. Pre-1999 Competencies: ALN, ALQ, AL5, HCC, HCW. Faculty: Derise Tolliver

AI 320
NONFICTION WRITING: THE MEMOIR
Your own memories and experiences can be the basis of the nonfiction memoir, but to be effective such writing must do more than just recite facts or label feelings. How do you create a vivid, exciting piece of writing from the events of your life? This class explores the nonfiction memoir, with special emphasis on the spiritual autobiography. Students will read selections from contemporary memoirs as well as a full-length book of their choicing; the final project is a short personal memoir. Pre-1999 Competence: AL-2. BA-1999 Competence: A-2-A.

AI 321
AMERICAN WRITERS AND TECHNOLOGY
This course will examine American attitudes toward nature, industrialization, technology, our character as a people, and our national destiny, especially as reflected in recent films, science fiction, and classic literature like Walden and Leaves of Grass. In addition to the views of popular fiction writers (e.g. Twain and Vonnegut), students will also sample the responses of American poets and painters to a remarkable series of cultural innovations and technical breakthroughs - from the first railroad and telecommunications networks to the development of computers and nuclear arms. Pre-1999 Competencies: AL-H, AL-3, AL-4, PW-B. BA-1999 Competencies: A-1-E, A-1-C, S-3-A, A-3-D. Faculty: David Simpson

AI 322
PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS
An introduction to moral philosophy with emphasis on the conflict between "moral relativism" (or "subjective" ethics) on the one hand and "moral realism" (or "objective" ethics) on the other. During the course you will be introduced to classic theories and leading figures in the history of ethics, from Plato and Aristotle to Kant and Nietzsche. Course content will focus on issues (e.g., poverty, drug use, capital punishment, sexual behavior, euthanasia, biomedical research, animal rights, political violence) at the center of contemporary ethical debate in the United States and throughout the world. Competencies: A4, A-3-C, A-3-E, F-X. Faculty: Staff

AI 323
ART AND PERSONAL TRANSFORMATION
Adults often go through periods of profound transition. Many of us search for answers, models, or mentors to help us make sense of the changes. This course deals with ways in which art can be a means of personal transformation, a vehicle for helping us understand the deeper dimensions of our life journeys. Through exposure to artistic representations of significant turning points in human experience, and by studying perspectives on change drawn from various disciplines, we will explore ways in which art both mirrors and
facilitates the process of transformation. Students will approach selected works of art (literature, music and visual art) to explore ways artists have represented themes of transformation. In addition to developing competence in art analysis, we will investigate whether our own personal values are reflected in the works studied, and what role art plays in our lives. Students will keep learning journals recording their impressions and reflections about class readings, discussion and multi-media presentations. Pre-1999 Competencies: AL-1, AL-3, AL-C, AL-D. BA-1999 Competencies: A-1-A, A-1-C, A-1-D, A-3-B. Faculty: Susan McGury

AI 324
CREATORS AND CREATIVITY
Creative energy, application and results are prized and sought in our culture, yet are rarely understood clearly or analyzed systematically. In this course, students will explore various creativity concepts and models, including early instructional and educational, bio-psychological and socio / community-based theories. We will analyze creativity conditions in the expressive domains of art, architecture, music, literature, science, and invention. We will profile identifiable creators such as Picasso, Frank Lloyd Wright, Mozart, Virginia Woolf and Einstein, along with contemporary geniuses such as novelist Toni Morrison, activist Barry Commoner, sculptor Nina Holton, playwright Arthur Miller, and astrophysicist Subrahmanyan Chandrasekhar, and review their creativity over successive life stages. As a result, students will gain creative insight and develop strategies to incorporate creativity in their academic, occupational, and personal lives. Competence: A-3-A, A-5 . Faculty: Timothy W. Hill

AI 325
FILM DIRECTORS AND THE HOLLYWOOD SYSTEM
For three decades the American motion picture industry was dominated by the large studios such as Warner Bros. & M.G.M. It was also during that period - 1929 to 1959- that sound and color became a part of motion pictures, and "the movie business" became an established feature of American life. This course will explore some of the films created by strong individual directors during the studio era, directors such as John Ford, Howard Hawkes, Alfred Hitchcock, Orson Welles, Billy Wilder, and Frank Capra. These men were able to transcend the studio system, to make films with a personal stamp that entertained large audiences yet evoked emotional and intellectual responses. The films that are viewed in class will be taken from different genres: western, screwball comedy, film noire, suspense, and musical. Students will learn about film aesthetics, production techniques, and the social conditions in which the films were made. From the standpoint of knowledge gained in this course, students will be able to compare other accomplishments in the film medium and recognize the artistic legacies behind current films.

AI 326
LIVING FROM THE INSIDE OUT
Ben LeShahn says, "Everyone of us, even if we have nothing else . . . has this one thing: a wholly separate and individual self with individual dreams and passions, its unique landscape, unmapped and unexplored . . . peopled with shapes and forms unknown to others. And that private unknown self, where it has been realized well, has been of increasing value and wonder to others." This class helps students design practices to create space in their busy lives through leisure, spirituality, and creativity. It helps the adult growth and development that occurs as people change throughout adulthood. This class makes time to think in order to experience how our outer and inner worlds interact to help us make meaning for our lives. Students will use a combination of reading, practices, small group work, guided imagery, journaling, and reflection papers to articulate and demonstrate understanding of the competences. Competences: A3B, A3D, A5, H3C. Faculty: Mary Jane Dix & Veronica Buckley

AI 327
MYTHS, SIGNS AND SYMBOLS
Students will be encouraged to understand their own relationship to myths, signs and symbols and to see how these have shaped their lives in the past and how they can be sources of empowerment for the future. Topics will include: archetypes and private symbols; language as symbolic action; myths of creation and fall; the hero's quest; myths of death and resurrection; myths and the process of individuation, that is, the integration of the self. Students will have assigned readings, keep a journal, and create a final project. Pre-1999 Competencies: AL-1, AL-2, AL-5. BA-1999 Competencies: A-1-A, A-1-D, A-2-A. Faculty: Elizabeth-Anne Stewart

AI 328
THE PERSONAL JOURNAL
This course will provide participants the opportunity to experience and explore journal writing as a creative activity that contributes to the quality of one's life. While the primary model of expression for most journals is writing, participants will be encouraged to experiment with sketches and other media. Participants will choose topics and readings consistent with their registered competencies. Key approaches to understanding adult growth and development will provide a framework for much of the writing done in the course.
Participant journals will be laboratories for examining the creative process, the contribution of leisure to quality of life, and various theories of adult development. Through keeping a personal journal intensively through the course, participants will gain insights into their own creative processes and their understanding of leisure as they compose their individual lives. Pre-1999 Competencies: AL-2, AL-4, AL-D. BA-1999 Competencies: H-3-C, A-2-A, A-3-D. Faculty: Phyllis A. Walden

AI 329
THE SYMPHONY
THE SYMPHONY

AI 330
IDENTITY AND THE FABRICS OF LIFE: CONTEXT AND CONSCIENCE

AI 331
LEARNING TO LOOK THROUGH DRAWING AND DISCUSSION
The purpose of the class is to connect the making of art with the study of art history, so that an understanding of the elements, concepts and vocabulary of art connect directly to the student's experience as he or she learns to draw. Students will learn basic skills of drawing and become familiar with a range of drawing media. They will gain an experiential understanding of the elements of line, form, value, color, and composition. Students will also examine drawings and paintings of artists working in France between 1800 and 1930, covering the art movements of Romanticism, Realism, Impressionism, Post Impressionism, and Fauvism. Each student will choose two artists to research, and will write a paper comparing biographical and historical issues of those artists' work. Pre-'99 Competencies: AL-1, AL-2, AL-3, AL-C. BA'99 Competencies: A-1-A, A-2-A, A-1-C, A-1-D. Faculty: Patricia Pelletier

AI 332
EMPLOYMENT, WORK AND WOMEN
The well known phrase "women have always worked" represents a statement women make about their experience, but also represents a reaction to varying social perceptions about its quantity, value and content. In this course we will explore women's diverse experiences of working. We will consider the role of economic, legal and social forces that shape women's work experiences, including the varying perceptions held by women, men and social institutions. Readings in social science and women's studies literature, sharing personal experiences of work, and service learning hours with a community based organization will provide a framework for our investigation. The learning through each of these will be integrated and further analyzed to expand our understanding of the impact of work on women's lives. Pre-1999 Competencies: AL-N, HC-G, HC-Q, HC-R, WW. BA-1999 Competencies: A-3-A, H-2-F, H-2-H, H-4, F-X. Faculty: Marjorie Altergott

AI 333
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. Competencies: A-1-C, A-1-H, A-2-A, A-5. Faculty: Alan B. Cohen.

AI 334
WORLD ART AND CULTURE: A MUSEUM BASED EXPLORATION
Most people who visit the art museum gravitate to those galleries where the art is familiar and in some ways comfortable, like the Impressionists or the Renaissance. Yet, the art museum can be a repository for so much more, if only we knew where to look and what to look for. This course is designed to introduce students to the art and cultures of societies outside of western civilization using the resources of such institutions as The Art Institute of Chicago, the Field Museum, the Mexican Fine Arts Center Museum and others. Students will be introduced to objects from China, Japan, Africa, India and the Middle East, as well as Native America. In a world which continues to grow increasingly smaller because of technology, one of the best ways to understand it people is to study their art and their culture. Student will demonstrate competence through reading and writing assignments and are required to attend field trips. BA-1999 Competencies: A1B, A1C, A1G, A5. Pre-1999 Competencies: AL1, AL3, ALK, ALF. Faculty: Phyllis Kozlowski

AI 335
TRUE LOVE: MEN, WOMEN, SEX, AND POWER IN ANCIENT AND MODERN CULTURE
The course of true love never did run smooth, laments a frustrated lover in A Midsummer Night's Dream. His
remark may rank as literary history's all-time understatement. During a survey of famous literature about love, romance, sexual politics, and the struggle for power between men and women, students will be invited to reflect on some of our traditional assumptions concerning masculinity, femininity, and sexual roles. Pre-'99 Competencies: HC-C, AL-C, AL-H. BA'99 Competencies: A-1-E, H-3-B, A-1-D. Faculty: David Simpson

AI 336
CONTEMPORARY MUSIC AND ART IN AMERICA
The artist stands between the world in which she/he lives and the product of his/her work - while using a particular medium to grasp and communicate an image and vision of that world. This course will survey and compare seminal ideas and trends that have taken place in music and the visual arts during the past forty years. Emphasis will be on how these art forms responded to the same set of social circumstances and how artists in different media realized both parallel and divergent concerns. Some of the artists that will be compared and John Cage and Robert Rauschenberg, Earle Brown and Alexander Calder, and Philip Glass and Donald Judd. Wherever possible illustrations will be drawn from film, literature, dance, and te other arts. Students will develop the tools and confidence to compare works in different media in order to gain insights into how artists, through similar formal concerns, arrive at results which are appropriate to their media. The course will try to develop the student's awareness of artist's social concerns primarily through their own perceptions and inferences and, secondarily, through reading artists' statements and writings.

AI 337
FROM REVERENCE TO RAPE: THE DEPICTION OF WOMEN IN AMERICAN FILM
This film course will examine the portrayal of women in Hollywood films from early silent films to the present and will attempt to understand those roles against the norms of society at the time. It will begin with the virgins, vamps, and flappers of the silent era as played by Lilian Gish, Mary Pickford, Theda Bara, Gloria Swanson, Greta Garbo; transition to the strong roles of the 1930s and 1940s as played by Mae West, Bette Davis, Katherine Hepburn, Joan Crawford, and Barbara Stanwyck; continue with the 1950s and 60s contrast between sex kittens and external virgins; show the breakdown of the Production Code in the 1960s and 70s; and watch the resurgence of strong women in the 80s as exemplified by Sally Field, Jessica Lange, Jane Fonda, Meryl Streep. Close attention will be paid to the conflict between box office and censhorship and the struggle for women - actresses, writers, directors, and producers to gain control of the screen.

AI 338
RACE, RACE RELATIONS, RACISM: BREAKING BARRIERS AND BUILDING BRIDGES
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. 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. Pre-'99 Competencies: AL-9 & AL-10, HC-9 & HC-10, WW9 & WW10. BA'99 Competencies: E-1, E-2 Faculty: Anghesom Atsbaha; Ann Folwell Stanford

AI 339
A HISTORY OF PHOTOGRAPHY
This course will examine the central ideas and issues that have guided the most innovative and influential visual artists in this century. Photography is an excellent visual, intellectual and historical tool because it is a cultural language rooted in events, objects and experiences. No prior knowledge of the history of photography or painting is required. We will view and discuss art of this century that was created in response to ideas and issues of a specific time and place. Through museum visits, lectures and slides, students will gain a full comprehension of the major art movements of the 20th century. Pre-'99 Competencies: AL-3, AL-C, HC-1, HC-2. BA’99 Competencies: A-1-C, A-1-D, H-1-E, H-1-F. Faculty: Alan B. Cohen

AI 340
FROM SOUNDS TO SCIENCE: CLASSICAL MUSIC THROUGH THE AGES
The history of music is a history of changing values and patterns. What values societies foster are directly correlated to perceivable uses of melody, rhythm, and timbre. This course will survey and compare major periods of Euro-American music, beginning with Gregorian Chant ad ending with John Cage. Historical documents and readings in aesthetics will supplement musical examples presented in class. This course will incorporate frequent listening to the radio program, "Adventures in Good Music," with Karl Haas, broadcast on WFMT. Students will be presented with a listener's guide to major works of the most prominent composers,
as well as a bibliography for further reading. Students will also be informed of relevant concerts in the Chicago area. Through listening, background reading, and discussion, students will learn to "read" music. Pattern perception is a skill in its own right. Statement, variation, and contrast are means of structuring the physical, verbal, and temporal world around us. Students will develop pattern perception in music in order to translate this skill into life's other media.

AI 341
ETHICS AND ARGUMENTS
This course introduces the main traditions in ethical thinking and provides students with moral reasoning skills to take and defend ethical positions on concrete issues. Students will examine various traditional bases for morality, among them virtue, duty, rights, contract, utility, and religion. They will learn to distinguish ethical from other values, and be able to justify the distinction. But in a world of action, merely knowing what is ethical is not enough. Students will select current ethical issues of personal interest, developing theory-based strategies for addressing those issues in a morally responsible way. If this course is offered as a five week section, it will be for only AL-5. Pre-1999 Competencies: AL-5, HC-4, WW. Faculty: Patrick J. Kelehe Jr.

AI 342
LEARNING ART HISTORY THROUGH THE ART INSTITUTE OF CHICAGO
The Art Institute of Chicago is one of the nation's premiere art museums, with a collection that offers wide opportunities for the study of art. This course will examine great paintings in the museum from the Middle Ages up to contemporary works. Students will deepen their knowledge of art history and how to study a painting, develop an overall knowledge of major periods and trends, as well as gain insights into the lives of the artists. Students will also gain a knowledge of the museum itself as a starting off point for further studies. Class will meet at the Art Institute, Michigan and Adams, at the front information desk. Competencies: A-1-C, A-1-D, A-1-X, A-3-D. Faculty: Joseph Cunniff

AI 343
DISCOVERING THE CITY THROUGH DRAWING
This course is designed for those wishing to learn basic drawing techniques while using the city as a resource. Students with little or no drawing ability are encouraged to take the course, which will build on observation and simple exercises to develop the skills necessary to capture all aspects of the urban landscape from nature to the built environment. A variety of drawing materials will be used including pencil, pen and ink, wash and conte crayon. Weather permitting, the class will meet on location in places such as Grant Park, the Monroe Street Harbor, the Chicago River, and the Magnificent Mile. Comfortable clothing is encouraged. A list of supplies will be provided on the first night of class. Pre-1999 Competencies: AL-1, AL-2, AL-I. BA-1999 Competencies: A-1-A, A-1-H, A-2-A, A-5

AI 344
VISUAL COMMUNICATION: DESIGN FOR SUCCESS
This course engages students in the process of creative thinking, visual logic, and graphic communication. Whether students are interested in powerful and persuasive presentation, making a personally pleasing aesthetic decision, or setting a mood, the ability to direct and control visual cues is very important. Classes will be organized around a series of problems dealing with essential design concepts. Students will learn about and execute projects involving composition; line; space; color and mood; and deciphering the advertising world. Students will be required to purchase art supplies for this class. BA-1999 Competencies: A2A, A2C. Pre-1999 Competencies: AL2, ALB. Faculty: Margaret Lanterman

AI 345
EONS AND ARTS III
This course will connect specific historical eras in Western culture with representative art forms so students can gain cultural insights. Particular attention will be paid to artifacts in the Chicago area. Students will analyze the relationship between popular art and movements in history through lecture, readings and discussion. We will also address contemporary cultural issues, including how later peoples will judge our values based on our arts. Pre-'99 Competencies: AL-1, AL-E, AL-I. BA‘99 Competencies: A-1-A, A-1-B, A-1-H. Faculty: Jo Ann Gesiakowska

AI 346
REAL LIFE ETHICAL DILEMMAS AND SOLUTIONS
This course will introduce students to basic principles guiding current ethical debate in the areas of business, medicine, and human reproduction. The class consists of concrete situational case studies, succinct introductory lectures on basic concepts and theoretical frameworks. Students will participate in discussions on current events involving ethical dimensions, group presentations, and write short reflection papers to fulfill the competences being offered. Competences: A3C, A3X, A4, FX. Faculty: Joseph Liang
AI 347
SPIRITUALITY OF THE THIRD MILLENIUM
In this course, we will be asking the questions: who am I and what do I need, in order to better understand our own spirituality. We will be examining how we see the world, what we profess as values, and where we learned these values. In analyzing our values, we will consider how the values we apply to God, salvation, church, Christ, death and forgiveness help or hinder our own spirituality. In addition to readings, videos, and brief lectures, we will explore course material in small learning teams, reflecting on the process and studying the strategies of collaborative learning. Competencies: A3B, A3E, H3C, H3X, L7. Faculty: Barbara Donnelley.

AI 348
TRAGEDY AND DRAMA
Tragic drama may hold the unique distinction of serving as the narrative vehicle for the most miserable, oppressed, and wronged, and yet providing great pleasure to audiences for time immemorial. This class will expose students to significant tragic dramas from ancient Greece, Elizabethan England, and modern America, and will equip them with the tools to understand the plot, themes, and context for each play, and weigh the meaning of each play both as a historical document and as a living example of our culture. Lectures and readings will provide biographical and cultural context, definitions, and basic themes and problems, which will be expanded on via directed discussion, student presentations, and written reflections. Plays by Sophocles, William Shakespeare, Eugene O'Neill, and Arthur Miller may be included. Competences: A-1-A, A-1-C, A-1-E, H-1-X. Faculty: David Morris

AI 349
THE HAUNTED RIVER: CHICAGO FOLKLORE
There are those who say if you stand at the Clark Street Bridge over the Chicago River, you can hear the cries of drowning men and women, victims of the Eastland disaster. There are those who claim to have seen a ghost mansion appear in a local cemetery. This is the folklore of "Haunted Chicago" and by exploring it, students will also be exploring Chicago-area history and issues relating to folklore studies in general. Students will learn local history and ghostly folklore dating back to the first settlement in our area and the founding of the city of Chicago. They will learn ways of studying folk tales as cultural artifacts and as the basis for more scientific investigations. Pre-1999 Competencies: AL-E, AL-F, HC-F. BA-1999 Competencies: A-1-H, A-1-X, H-1-F, H-1-X.

AI 350
A90/CAPSTONE SEMINAR: ARTS OF LIVING
Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Pre-1999 students will address one set of capstone competencies of their choice (HC-9, HC-10; PW-9, PW-10; or AL-9, AL-10). BA-1999 students may address the Advanced Electives (E-1, E-2). Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. * Successful completion of Major Seminar or Research Seminar is required to register.

AI 352
THE PHILOSOPHY OF WAR AND PEACE
This course is a philosophical engagement of the topic of war and peace. We will investigate the origin and causes of human conflict using the skills and resources of philosophy. In engaging the course materials, students will develop and demonstrate critical reading and analytical skills that are deeply rooted in the Western philosophical tradition. We will also learn skills that call this tradition in question - that challenge the hegemony and complicity of Western values and thinking with the question of "war." Philosophy will be, for us, not only a way of interpreting texts, but also a way of changing the world and of developing conflict intervention skills.

AI 353
ECOLOGY, SPIRITUALITY AND ETHICS
This course will explore the ecological crisis from a religious/ethical perspective, examining the dangers and new possibilities posed for humanity and the planet. We will consider the new cosmology developing from science, and its dialogue with philosophy, myth, and religion. Participants will look critically at traditional Western spirituality and discover elements of a new correlation with nature religions and with new environmentalism. Students will learn how religion(s) has been part of the problem and how it can become a resource for the solution as well. Pre-1999 Competencies: AL-5, AL-C, AL-G, PW-M. BA-1999 Competencies: A-4, A-1-D, A-3-E, S-3-C. Faculty: Robert Ludwig

AI 354
QUANTUM CREATIVITY: IMPROVISATION IN LIFE AND THE ARTS
This course is for people who are interested in enlivening their creativity in all aspects of their life. We will explore the value of improvisation in facilitating the creative process (in various settings), as well as the relationship between creativity and spirituality. Most people associate the word “improvisation” with short comic Second City-style scenes and monologues. This course will reach beyond the one-liners to explore the many applications of improvisation, including, but not limited to, theatrical presentations. Students will have the opportunity to 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. This new understanding may be applied to various areas of creative expression, such as writing, visual arts, and music, as students begin to develop their own original works through improvisation. Students will also have many opportunities to apply their learnings in the workplace and in other areas of their life. Students will study the development of contemporary improvisation and selected readings on creativity. At the final class, students will have the opportunity to present an informal performance of their work to an invited audience.
Competences: A2A, A3D, A5, FX. Faculty: Pamela Meyer

AI 355
MODERN AFRICAN AMERICAN LITERATURE
(COMPETENCIES) AL-2, AL-4, WW

AI 356
STUDIES IN GHANA: HISTORY, CULTURE AND SPIRITUALITY
Ghana's history is part of our own. It is the history of mighty empires and timeless knowledge. This course is a return to the motherland to fetch knowledge of African history, culture, spirituality, and healing. We will embark on an educational adventure of discovery. During our three-week stay, we will travel to Kumasi in the land of the Ashanti, visit the Kente weaving villages, hear lectures at the home of W.E.B. DuBois and various Ghanian universities. The slave castles of the African holocaust are also on the itinerary. Preparation for travel begins Fall quarter with a series of pre-departure classes. This course is cross-listed with the History and Religion departments. Coursework includes an introduction to Ghanian history, culture and cosmology, and its religious and healing traditions; a comparative exploration of African and US spirituality; service learning projects, fieldwork, and an emphasis on cultural exchange; training in field research methods leading to a major paper. Estimated expenses include airfare, ground transport, accommodations, and most meals. This course is offered through DePaul's Foreign Study Office. Faculty: Derise Tolliver, Howard Lindsey

AI 357
THE AMERICAN MUSICAL THEATER
All of us have, at some point in our lives, experienced the unique art form called the American Musical Theater. Our favorites may be certain composers and lyricists such as the Gershwins, Rodgers and Hammerstein, Lerner and Lowe, or perhaps Weber and Rice. This course will trace the development of the American Musical from the turn of the century when Victor Herbert and George M. Cohan were molding the genre, to today's musicals, many of which are based on noted works by popular musicians, such as Billy Joel and Abba. Students will be able to discuss elements of musical theater such as performers, songwriters, directors, and choreographers, and how these elements must all come together to create a successful musical. Additionally, students will trace the influence of American ethnicity and economics on the art form, showing especially how Jewish immigrants and African-Americans contributed their experiences and culture to America's greatest contribution to the theater. BA-1999 Competencies: L7, A1C, A1D, A1E, A5, H1F. Pre-1999 Competencies: AL3, ALC, ALH, HC2, HCH. Faculty: Joan Murphey

AI 358
FAMILY ETHICS AND CULTURAL CHANGE
Over the past 40 years, America has witnessed revolutionary changes in family formation and even the very definition of what constitutes a family. Feminism, birth control, legalized divorce, and changes in work patterns have all contributed to alterations in family dynamics, including the decline of the nuclear family, the increase in divorce rates, the rise of single motherhood, and gay and lesbian parenting. Underlying this contemporary family diversity and disruption are changes in Americans' moral understandings of marriage, the role of parenting, and obligations to children. This course will examine a variety of ethical perspectives on the family, including traditional theological concepts, secular approaches, and contemporary religious responses to the challenges facing modern families. The course will result in a theoretical and practical exploration of how people make moral sense of their family life. BA-1999 Competencies: A-3-C, A-4, H-3-G. Pre-1999 Competencies: AL-G, AL-P, HC-L

AI 359
VOICES IN TRANSITION
The entire history of women's struggle for self-determination has been muffled in silence over and over. - Adrienne Rich To read women's poetry is to begin an exploration into ways women struggled to overcome the silences imposed upon them. The poetry of women who were just beginning to publish in the 40s and 50s is interesting for many reasons, but in particular, because it was emerging during a time that falls between the cracks of literary history. This poetry both looks back toward what literary critics call "modernism" and looks forward to the women's movement and civil rights movement of the 60s. In this class, we will explore literary history in the 20th century briefly, looking at the challenges women writers faced and the subversive strategies they used to overcome them. In particular, however, we will focus on the poetry of writers such as Elizabeth Bishop, Gwendolyn Brooks, Muriel Rukeyser, and Adrienne Rich, among others. Class discussions will draw on feminist literacy and social theory, history, and the techniques, including reading, oral reports, journals, and written papers.

AI 360
SINGLE WOMEN, SINGLE MOTHERS / SINGLE MEN, SINGLE FATHERS
Is being single a modern phenomenon? This course will examine historical and sociological perspectives on this matter, analyzing the daily experience of being single. Students will transform their raw experiences through forms of artistic creativity such as video diaries, journals, stories, plays, fiction, painting, and music. Competences: A-1-E, A-2-A, A-5, H-3-B  Faculty: Ezzat Goushegir

AI 361
ECOLOGY, SPIRITUALITY, AND ETHICS
This course will explore the ecological crisis from a religious/ethical perspective, examining the dangers and new possibilities posed for humanity and the planet. We will consider the new cosmology developing from science, and its dialogue with philosophy, myth, and religion. Participants will look critically at traditional Western spirituality and discover elements of a new correlation with nature religions and with new environmentalism. Students will learn how religion(s) has been part of the problem and how it can become a resource for the solution as well. Pre-1999 Competencies: AL-5, AL-C, AL-G, PW-M. BA-1999 Competencies: A, A-1-D, A-3-E, S-3-C.Faculty: Robert Ludwig

AI 362
LITERATURE AND FILM: PERSONAL AND CULTURAL TRANSFORMATION
Literature and film provide rich and varied examples of individual and societal change. Creative and reflective writing are keys to deeper understanding. This course focuses on the processes of thoughtful reading, viewing, discussing, and writing about selected examples of literature and film. We will use selected media and writing exercises as subjects for critical analysis and as springboards into exploration of class members' own lives and cultures. Drawing from diverse sources, we will look at ways in which the arts reflect issues of identity during times of personal and cultural transformation. Through small and large group discussion, reflective learning journals, papers, and presentations, students will respond both analytically and personally to the visual and written media presented as well as to their own writing samples. Pre-'99 Competencies: HC-C, AL-2, AL-C, AL-D. BA'99 Competencies: H-3-B, A-2-A, A-1-D, H-3-C. Faculty: Susan McGury

AI 363
DRAWING THE SOUTHWEST
Join us for a special SNL experience as we head once again to the bright skies and warm temperatures of the desert. This drawing class will explore the space, texture, and flora of the desert and the Catalina foothills, northeast of Tucson, Arizona. Through drawing, students will come to know the forms and life of various habitats that are not part of the Midwest environment, including riparian, canyon and cactus - studded peaks. For one intense week and four preceding classes, students will work with the concept of composition, spatial relationships, and value. Our work will center around two of the oldest ranches in Arizona, an 80 acre artist colony and an 1890'2 cattle ranch that Buffalo Bill used to frequently visit. Each morning, the class will be taken to a location where they can draw foothills and the desert unfolding before them. In the afternoon, students will have the opportunity to rest, draw, or sight-see. After dinner, everyone will gather for critiques, discussion, and a wrap-up of the day. Our orientation will begin with a tour of the renowned Tuscon Desert Museum. Other adventures may include a llama trek through the desert and a hike in the Catalina State Park. Optional trips might include a drive to Nogales, Mexico, or a visit to the Biosphere. Drawing media will include a pencil, ink, and charcoal. Students who choose may also try their hand at pastell and water colors. The learning experience will include lecture, discussion, and private consultation. Each student will submit a portfolio of work for grading at the conclusion of class. Capstone students will also choose a research subject. Previous art experience is required (previous coursework may satisfy this requirement). You must discuss your background in art with the instructor before registration. A travel fee of approximately $980 will include airfare, ground transportation, guide, museum and park fees, lodging, breakfast and two lunches (this fee is subject to change.) Nonrefundable deposit of $475 due September 10th. Additional expenses will
fee is subject to change.) Nonrefundable deposit of $475 due September 10th. Additional expenses will include the remaining meals (several restaurants as well as cooking are available) art supplies, (approximately $30-70) and tuition. Accomodations will be divided between the grounds of the Villa Cardinala ranch house and the Triangle L Ranch. These will be double occupancy and will vary from adobe cottages to the Foreman's house to individual suites. Rooms will be assigned on a first come basis.

AI 364
CONSCIENCE, CULTURE, AND THE LAW

AI 365
THE STILETTO PEN
In this course students will sharpen their understanding of satire in its diverse forms of expression. They will analyze and respond to written and pictoral "texts" ranging from the biting satires of Jonathan Swift to the witty parodies of Mark Russell, from eighteenth century English engravings to twentieth century American political cartoons. Students will compare the "matter" and "manner" of selected works and become aware of the historical and social context in analyzing a work of satire. Although the focus of the course will be on art and literature, some illustrative examples of satire will be drawn from music and film, as well. This course will utilize a lecture/discussion format and include presentations by two guest speakers. Students will participate in a variety of large and small group projects. Readings will include short selections from some twentieth-century works of criticism which present useful perspectives on satire. Class lectures will be "illustrated" with slides and audio/video recordings.

AI 366
EXPRESSING YOURSELF THROUGH PAINT
This course will focus on painting as a form of visual expressions and provide opportunities to explore the media of painting and the aesthetics behind why people paint. Students will study the history of painting through selected works, learn how to analyze and critique a painting and use watercolors and acrylic paints to explore the media. A field trip to the Art Institute of Chicago is required. Competencies: A1D, A2A, A5, A1X. Faculty: Phylis Kozlowski

AI 367
PHOTOGRAPHY IN THE TWENTIETH CENTURY ART MOVEMENTS
This course will examine the central ideas and issues that have guided the most innovative and influential visual artists in this century. Photography is an excellent visual, intellectual and historical tool because it is a cultural language rooted in events, objects and experiences. No prior knowledge of the history of photography or painting is required. We will view and discuss art of this century that was created in response to ideas and issues of a specific time and place. Through museum visits, lectures and slides, students will gain a full comprehension of the major art movements of the 20th century. Pre-1999 Competencies: AL-3, AL-C, HC-1, HC-2. BA-1999 Competencies: A-1-C, A-1-D, H-1-E, H-1-F. Faculty: Alan B. Cohen

AI 369
A SEPARATE COUNTRY: THE AMERICAN SOUTH
How different are Southerners from "the rest of us?" Are the images of the South we've experienced through television and film caricatures or characteristics of the region? Are there discernable differences in the customs, language, and arts of the region that constitute a distinct culture of the South? This course will address these questions, drawing on scholarly material concerning culture studies as well as literature, film, and other art of the American South. Each course session will be organized around a focus questions that will move us toward an understanding of southern culture and a comprehensive profile of its features. We will draw on material provided by the Center for the Study of Southern Culture and the Center for Southern Folklore to answer our questions. Class time will be spent viewing film, listening to music, discussing readings, debating issues central to the course purpose, and working on group projects. Student learning will be assessed both through group and individual work. This is a five week course. Pre-'99 Competence: HC-1. Faculty: Donna Younger

AI 370
FADE TO BLACK: THE DEPICTION OF AFRICAN AMERICANS IN FILM HISTORY
In the past ten years, there has been a relative explosion on the big and little screens for black roles and shows - the films of Spike Lee, BET, "Yo, MYV Raps," Oscars for Denzel Washington and Whoopi Goldberg, "In Living Color," Mario Ven Peebles, John Singleton, and "Frank's Place." But how do they fit into the historical context of American films of the past century, and into American culture: What were the struggles like of black actors, writers, and directors? This class will examine those struggles through readings, discussions, and above all viewing the old firms from silent and early sound days. We will see Stepin Fetchit, clips from "Birth of a Nation," and "The Jazz Singer," as well as films by Oscar Micheaux, the acting and singing of Paul
Robeson, and the ‘first’ all black musical "Hallelujah;" the feeble liberal attempts at integration in Hollywood as represented by “Pinky,” and “Imitation of Life,” independent wonders like "Nothing But A Man;" and the wild and wacky ’70s of ‘blaxploitation.’

**AI 371**
**REFLECTIONS OF THE OTHER SIDE: PERSPECTIVES ON DEATH AND DYING**

Robert Sewall said, "Sometimes nothing but death will remind us that we are alive." Title Olsen reminded us that, "death deepens the wonder," yet many of us are afraid and embarrassed to talk about death and its relationship to life. Everyone faces death alone, yet people from various cultures and religions have very different ways of thinking about death, preparing for it and grieving. Just the mention of the word death stirs up emotion. In this course we will study the process of dying in order to demystify it, and then study intricate emotional, spiritual, and psychological avenues of thought that this emotionally charged topic brings forth. Using such authors as Elizabeth Kubler-Ross, C.S. Lewis, Sherwin B. Nuland, and others, we will examine dying as a necessary process to be studied by the living to enjoy a fuller and more complete life. Through a combination of discussions, individual and group presentations, and informal lectures, students will study aspects of death by starting with Dr. Sherwin B. Nuland's book, How We Die, and broaden our understanding of various cultures and religions have developed models for coping with death and grieving. We will explore the relationship between death and love in different cultures and religious settings to gain a better understanding of how befriending death enhances life.

**AI 372**
**READING FILM**

Students will analyze the specific strengths and weaknesses of films such as "Citizen Kane," "Mane's Crossing," and "Short Cuts." By examining the broader philosophical contexts of film criticism, students will gain a deeper understanding of the universe of discourse about art and an appreciation for the distinctive art of the cinema. All students will read a selection of philosophical texts, view films, and join in class discussions. Students registered for AL-9 and AL-10 competences will fill additional requirements.

**AI 373**
**MIND TO MIND: THINKING ACROSS CULTURES**

In a certain sense, everyone is a philosopher. Yet too few people study philosophy itself to bring out their hidden philosopher. In this course, we will examine original writings to see how great minds from other cultures look at the human condition. This course emphasizes critical reading and conversation. Our range of study will be extensive, for example, Ewe and Swahili proverbs from Africa, al-Farabi and Bahya from West Asia, the Upanishads and Bhagavad Gita from South Asia, and Confucius and Lao Tzu from East Asia. To facilitate their active participation in class discussions, students will prepare microthemes, brief reflections on the study assignments. Pre-’99 Competencies: AL-5, AL-C, HC-C. Faculty: Patrick J. Keleher, Jr.

**AI 374**
**APPRECIATING MUSIC**

**AI 375**
**STORYTELLING PERFORMANCE**

Students will learn the breadth of the art of storytelling, from its roots as oral performance in a variety of traditional cultures to its recent revival in America. This is essentially a performance course, with side journeys into history, theory, and applications. Students will begin with personal and family stories, sharing first in class in groups. then they will create elaborated performance pieces from this material. Videos, audiotapes, books, and live performance from professional tellers will be used as guides. The instructor will show how personal stories can connect to themes in world folklore and mythology. Pre-’99 Competencies: AL-2, AL-A, AL-E. BA’99 Competencies: A-2-A, A-2-B, A-1-H. Faculty: Joseph Sobol

**AI 376**
**FOLKLORE: FROM THE COUNTRY TO THE CITY**

In this course, we will examine the folklore process as it is acted in rural societies, and the changes and continuities that characterize folklore in a modern urban setting like Chicago. The class will be introduced to the history of the discipline, the system of folklore classification by genres as well as more recent approaches to fieldwork dynamics, cultural process and contemporary. Class projects will involve field collection and analysis of lore of an ethnic, family or other contemporary folklore-generating community. Pre-’99 Competencies: HC-1, HC-C, AL-4, AL-E. BA'99 Competencies: H-1-E, H-1-B, A-3-D, A-1-H. Faculty: Joseph D. Sobol

**AI 377**
DISCOVERING SHAKESPEARE
A three-part introductory investigation of the writer's life and work, focused primarily on giving the students the opportunity to develop a personal relationship - or, at the very least, to have an intimate experience - with the writer's work. This course is founded on the premise that his plays are universal and timeless, and contain the profound questions of human existence: Who am I? What is God? Can love conquer all? Is happiness possible in a fallen world? Though the focus of the course will be on the personal response and interpretation and not on research, the course will loosely trace the writer's life and work, touching upon many aspects of Elizabethan cosiety, life, mores, politics. Three plays - one early, one middle, and one late - will be examined.

AI 378
INDIVIDUAL IDENTITY IN GROUPS: SOCIAL PSYCHOLOGY OF WORK AND FAMILIES
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. Pre-'99 Competencies: HC-C, AL-C, AL-D. Faculty: Pat Ryan

AI 379
THE ARTS OF PERSUASION: MEDIA, COMMUNICATION, PRACTICAL RHETORIC
This is a course in media studies, persuasive communication, business writing, and classical and modern rhetoric. Our study and discussion will cover: 1) the evolution of modern media (from print to book publishing to TV and the internet) and their impact on society and culture; 2) theory and practice of persuasive communication - as exemplified in a variety of different forms from campaign debates and business memos to TV commercials and political cartoons; 3) essential principles of effective professional and technical communication - examined mainly from the standpoint of classical rhetoric but also in light of recent developments in communication theory, cognitive science, and psycholinguistics. The main emphasis of the course will be to show how classical models of rhetoric (originally designed to guide the composition and evaluate the effectiveness of ancient oratorical and literary works) still provide an excellent framework for understanding modern media and improving practical communication skills. This course is also offered in an online version open to students at all campuses. Pre-’99 Competencies: WW, HC-D, AL-F. BA'99 Competencies: A-1-X, F-X, H-2-G. Faculty: David Simpson

AI 380
LITERATURE AND THE PROBLEM OF EVIL
The innocent suffer--how can that be possible and God be just? Robert Kennedy scrawled these words on a legal pad the day his brother was murdered, and they echo the cry of countless human beings down through the ages. They also echo some of the greatest voices in our literature, among them Job, Milton, Voltaire, Melville and Dostoevsky. Philosophers and theologians refer to this topic as theodicy, or the problem of evil. This course will survey the problem of evil as it have been treated by imaginative writers from a variety of cultural standpoints. We will examine plays, poetry and fiction from both the ancient and modern periods. Moreover, we will consider the perspectives which inform these works, be they Judeo-Christian, Buddhist, psychoanalytic, feminist, or post-colonial. Texts to be emphasized may include Wisel, Night; Euripides, The Bacchae; Shelley, Frankenstein; Blake, The Marriage of Heaven and Hell; Achebe, Things Fall Apart; Hesse, Siddhartha; and the films Brimstone and Treacle and Mother Night. Learning strategies include a journal of the readings, a dialogue and a final exam. Pre-1999 Competencies: AL-1, AL-5, AL-C, AL-R. BA-1999 Competencies: A-1-A, A-1-D, A-3-E, A-3-G. Faculty: John Kimsey

AI 381
JESUS AND BUDDHA: PROFILES IN HISTORY AND SPIRITUALITY
This course will explore two very significant figures in the history of religion and spirituality: Jesus of Nazareth and Siddhartha Gautama of the Sakyas. We will examine them first in their historical and cultural contexts, attempting to see what their lives and teachings were in their original situation. We will then discuss how their devotees have developed their teachings and applied them through the centuries, asking particularly about the relevance of these men and their teachings for today. Students will pursue their study of Jesus and the Buddha through readings, class presentations and discussions, and a final paper. Pre-1999 Competencies: HC-2, AL-5, AL-C. BA-1999 Competencies: H-1-F, A-3-E, A-3-G. Faculty: Robert A. Ludwig

AI 382
"INFINITE VARIETY": WOMEN IN THE PLAYS OF SHAKESPEARE
“The basic distinction in human social order since the beginning of recorded history has been gender. Beyond any other characteristic gender has determined role and function. Above all, gender difference has influenced the way we think, the way we perceive reality.” (Marilyn French) Shakespeare's 37 plays provide a tapestry of human experience unequalled in richness by any other Western writer. Nowhere are these writer's insights more profound than in his examination of the power and powerlessness of the women in his plays. This course examines the question of gender relations (and issues of legitimacy, sex, love and power) by examining the roles of the female characters in three of Shakespeare's plays: Much Ado About Nothing, As You Like It, and King Lear. In addition to participating in in-class discussions and presentations, students will write an eight-entry journal and a research paper. Competences: A-1-X, A-3-X, H-3-X, A-5 Faculty: Peter Forster

AI 383
EXPLORING THE WORLD FROM DIFFERENT ANGLES
This is a new approach to exploring classical geometric ideas. Through it, we seek to strengthen your geometric intuition and make real world connections. Students will participate in hands-on activities that establish fascinating connections between class materials and the historical and practical setting. Competences: A2C, A3G, S2X, FX. Faculty: Angeline Ross

AI 384
CLASSICS FROM THE AFRICAN DIASPORA
The push for cultural literacy and familiarity with the "Great Books" and classical arts often neglects the important contributions that people of African descent have made to the development of the world. The works of activists, scholars, authors, and artists such as Ida B. Wells Barnett, David Walker, W.E.B. DuBois, Frantz Fanon, and Nina Simone address issues of importance to people regardless of their cultural background: justice, oppression, human rights, education, identity and the human condition. This course will examine 1-2 bodies of work by authors and/or artists of African descent. to explore what each tells us about the human condition and power relationships during a particular historical context. We will also examine the present day implication of these issues. Competences: H4, H1F, A1D, A1E. Faculty: Derise Tolliver

AI 385
MASTERPIECES OF WESTERN LITERATURE: TOLSTOY'S WAR AND PEACE
The idea behind this course is that the slow, careful, loving, and critical reading of a major work of literature is an experience of great value for both teacher and students. For SNL, such a work also offers a chance to satisfy a range of competence statements. The work we will study is Tolstoy's War & Peace, which is not only a novel of huge scale (almost 500 identifiable characters) and a master work by any standard, but also a history of Napoleon's invasion of Russia and a theory of history and what we now call sociology.

AI 386
UNVEILING JAPANESE LITERATURE THROUGH FILMS
This introductory course in Japanese Literature will be presented through award-winning dramas from the Japanese Cinema Masters; Kurosawa, Mizoguchi, Sugii and Toyoda. It is simply impossible to cover the entire history of Japanese literature in one quarter, however, three key points of reference in Japanese cultural history will help us to understand what shaped much of Japanese civilization: Heian (794-1185), Muromachi or Ashikaga (1392-1568) and Tokugawa (1600-1868). The Tale of Genji is accounted as the greatest classic of Japanese literature of the Heian period; the serene Ginkakuji (Temple of the Silver Pavilion) was built by Shogun Ashikaga which exemplifies the pervasive cultural influence of Zen Buddhism; and the Tokugawa period is represented by two important new dramatic forms, Bunraku (puppet theater) and Kabuki, the famous popular theater of the new townsman. We will have ample opportunities to view and discuss the works and the merits of studying literature through a distinguished art of Japanese Cinema. Pre-'99 Competencies: HC-1, AL-1, AL-3, AL-H. BA'99 Competencies: A-1-A, A-1-C, A-1-E, H-1-E. Faculty: Kumiko Watanuki

AI 387
AUTOBIOGRAPHY AND ART
In this course, students will explore their life stories through journal writing and drawing. They will also look at contemporary artists who work autobiographically in a range of media -- from drawing and painting to video and performance. Students will be introduced to a variety of approaches and structures for journal writing and will learn basic skills of drawing in a range of media. They will explore a variety of ways in which words and images can interact, influence and inspire one another. They will reflect on some of the difficult issues that contemporary artists have struggled with in their work and their lives. No previous drawing or writing experience necessary. Pre-?99 Competencies: AL-1, AL-2, AL-4, AL-D. BA?99 Competencies: A-1-A, A-2-A, A-3-D, A-3-B. Faculty: Patricia Pelletier

AI 388
THE DIVINE DIALOGUE
This course examines the similarities and differences between three primary monotheistic faiths: Judaism, Christianity, and Islam. The main emphasis will be to establish basic competence in the comparison of these three world religions and their systems of ethics in an effort to assist interfaith dialogue in our pluralistic world. Students will further consider how spirituality can be described through the arts and will produce their own artistic expressions of spirituality. The goal of this course is to assist students in building bridges of understanding in today's highly charged socio-political world characterized and fueled by competing theological tenets, and to consider their roles in the development of a tolerant society. Competencies: A4, FX, A2X, A3E. Faculty: Bill Wassner

AI 389
HISTORY, CULTURE AND SPIRITUALITY: STUDIES IN GHANA, TOGO AND BENIN
West Africa is important to the history of the USA. By most accounts, the majority of people of African descent living in the USA are descendants of West Africans; many among them may have been from the region of present-day Ghana, Togo and Benin. And although enslaved West Africans were taken from their indigenous lands, they did not entirely lose their culture, their spirituality, nor their understanding of what it meant to be a person. The remains of their ethos filtered into the language, culture, and psychology of the USA, having an impact on all Americans, regardless of racial and cultural background. The Ghana, Togo and Benin travel course becomes a way for some students to explore their own specific ethnic heritage, while at the same time, providing all participants, regardless of cultural background, the opportunity to become more knowledgeable and more respectful of the cultural diversity in our society. Learning is linked to the experience of travel, through the cognitive/reflective aspects of the course (e.g. individual writing assignments, group discussions). Self-assessment and self-reflection about the international experience, as well as assessment of and reflection on group functioning, will be a critical part of the students' learning activities in this course. The course is offered for Externship, A3E, H1F, H3A, S3B, FX. Other competencies can be negotiated.

AI 391
ILLNESS STORIES
"Illness can teach us all how to live a saner, healthier life." Arthur Frank, At the Will of the Body. This course explores the ways in which this statement might be true. Can illness be an opportunity for growth and development rather than an unfortunate development in our life plans? This course uses stories of illness to explore how these a) reveal a process of inner growth and development; b) create a bond between teller and listener/viewer that increases our understanding of our common humanity; and c) illustrate the need for a biopsychosocial vs. a narrowly medical model in diagnosis and treatment. Students will access story material in different media and be encouraged to draw on illness stories they know. Through lecture and discussion, we will attempt to increase understanding of a particular area of human experience; validate students' own experience, and develop skills in critical analysis of ideas, themes, and textual/artistic strategies. Pre-1999 Competencies: AL-C, HC-4. Faculty: Lorie Rosenblum

AI 392
MEMOIR: THE STORIES WE KNOW
This course will afford students an opportunity to explore and reflect on their personal histories, through writing and remembering, and to shape their experiences into compelling narratives. We will also discuss aspects of craft and technique using published memoirs from a diverse menu of contemporary writers. Through experiential writing exercises, reading discussions, and peer feedback, students will produce and refine their own memoirs. Small group work, individual presentations, and keeping a reading and writing notebook will also be part of the class. The course will culminate with a group reading, in which students share aloud something they have written during the quarter. Pre-’99 Competencies: AL-2, AL-3, AL-C. BA’99 Competencies: A-2-A, A-1-C, A-1-D. Faculty: Mary Cross

AI 393
VARIETIES OF RELIGIOUS EXPERIENCE
This course uses William James's book, Varieties of Religious Experience, to enlighten our understanding of religious experience, and the relations between science and religion, psychology and religion in our contemporary life. Students are invited to participate in class discussions, to write short reflection papers, to examine our own personal experiences. Competence: A-3-E, A-3-G, H-3-C, H-3-I. Faculty: Joseph Liang

AI 395
CREATION OF THE MODERN WORLD: RATIONALISM AND SATIRE IN THE 17TH CENTURY
Mysticism has become an obscure term in our modern society. It is often misunderstood as astrological knowledge or some supernatural ability. In reality, mysticism is the quality that differentiates spiritual teachers like Mahatma Gandhi, Martin Luther King and the Dalai Lama from the rest of us. This course will
introduce both the Eastern and Western traditions of mystic teachings and the cultivation of the mystical experience. We will explore the idea of the mystical experience as a basis for dialogue among world religions. We will try to understand how the mystical experience provides meaning to personal actions and examine the role of religion in developing an everyday mysticism for the working man and woman.

AI 396
INTRODUCTION TO ART THERAPY
This experiential class in will introduce students to concepts of art therapy and other expressive arts. It will address the therapeutic use of art making by people who experience illness, trauma, or challenges in living, as well as by people who seek personal development and general well being. By participating in expressive arts activities and reflecting on the products and processes, students will learn how art therapy can help people increase awareness of self and others, cope with symptoms, stress, and traumatic experiences; enhance cognitive abilities; and enjoy the life-affirming pleasures of making art. Competencies: A-2-A, A-5, H-3-X, S-3-B. Faculty: Joan Cantwell

AI 397
EXPLORING THE AMERICAN LANDSCAPE
This course will look at the American landscape, a popular subject matter among painters in all media and study works by such noted artists as Albert Bierstadt, Frederick Church, Joseph Stella, Andrew Wyeth, Grant Wood, Georgia O'Keefe and William Beckman. The art history component of the course will be coupled with an opportunity for students to create three landscape paintings using the media of acrylic paints. An introduction to the basic techniques of acrylic painting and color mixing will be included as part of the class. Students will explore the interpretation of both the rural and urban landscape and produce a portfolio of no less than three paintings during the class. A field trip to the Art Institute of Chicago is required. No previous painting experience is required. Competences: A-1-A, A-2-A, A-1-D, A-5. Faculty: Phyllis Kozlowski

AI 398
WRITING THE WORLD

AI 399
DOCUDRAMA
What is Docudrama? In addition to reading and analyzing plays, in this course students will have the opportunity to write a dramatic play based on upon their own experience, a historical event, a biography, or a contemporary social issue. Students will create new versions of their realities, using the dramatic process to transform and re-invent their lived experiences in a new form. Students will learn how to use a variety of documents and media in the creative process, including photographs, interviews, transcripts, tape recordings, and objects. Competences: A2X, A5, H1X, H3B. Faculty: Ezzat Goushegir

AI TRA1A
A1A Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. Liberal Learning Area This competence is part of the 'Liberal Learning Area' of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the 'Arts and Ideas Category' of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-1: Interpreting the Arts Subcategory This competence is part of the 'Interpreting the Arts Sub-Category' of the SNL curriculum. These competencies address relating one's experience to the work of artists, writers, and other thinkers. A-1-A Competence: Can interpret works of art and relate them to one's own experience.

AI TRA1C
A1C Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses,
through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. Liberal Learning Area This competence is part of the ‘Liberal Learning Area’ of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the ‘Arts and Ideas Category’ of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-1: Interpreting the Arts Subcategory This competence is part of the ‘Interpreting the Arts Sub-Category’ of the SNL curriculum. These competencies address relating one's experience to the work of artists, writers, and other thinkers. A-1-C Competence: Can analyze artistic or textual works in terms of form, content, and style.

AI TRA1X
A1X Competence
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AI TRA2A
A2A Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. Liberal Learning Area This competence is part of the ‘Liberal Learning Area’ of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the ‘Arts and Ideas Category’ of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-2: Creative Expression Subcategory This competence is part of the ‘Creative Expression Subcategory’ of the SNL curriculum. These competencies address the sources and uses of inspiration, imagination, and creativity in artistic expression. A-2-A Competence: Can create an original work of art, explore its relationship to artistic form, and reflect on the creative process.

AI TRA2B
A2B Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. Liberal Learning Area This competence is part of the ‘Liberal Learning Area’ of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the ‘Arts and Ideas Category’ of the SNL curriculum. These 8 competencies address the creation and
interpretation of different forms of art and philosophy. A-2: Creative Expression Subcategory This competence is part of the 'Creative Expression Subcategory' of the SNL curriculum. These competencies address the sources and uses of inspiration, imagination, and creativity in artistic expression. A-2-B Competence: Can perform proficiently in an art form and analyze the elements that contribute to proficiency.

AI TRA2
A2C Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. Liberal Learning Area This competence is part of the 'Liberal Learning Area' of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the ‘Arts and Ideas Category’ of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-2: Creative Expression Subcategory This competence is part of the 'Creative Expression Subcategory' of the SNL curriculum. These competencies address the sources and uses of inspiration, imagination, and creativity in artistic expression. A-2-C Competence: Can employ principles of design to enhance the functions and aesthetics of objects or environments.

AI TRA2
A2X Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. Liberal Learning Area This competence is part of the 'Liberal Learning Area' of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the ‘Arts and Ideas Category’ of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-2: Creative Expression Subcategory This competence is part of the 'Creative Expression Subcategory' of the SNL curriculum. These competencies address the sources and uses of inspiration, imagination, and creativity in artistic expression. A-2-X Competence: This statement is written by student's academic committee to accommodate transfer courses and/or experiential learning relating to the Creative Expression Subcategory.

AI TRA3
A3A Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. Liberal Learning Area This competence is part of the 'Liberal Learning Area' of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the ‘Arts and Ideas Category’ of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-3: Reflection and Meaning Subcategory This competence is part of the 'Reflection and Meaning Subcategory' of the SNL curriculum. These competencies address philosophical questions, theories and assumptions. A-3-A Competence: Can interpret experience in relationship to the perspective of a significant thinker or tradition.

AI TRA3
A3B Competence
School for New Learning Program

The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu.

Liberal Learning Area

This competence is part of the 'Liberal Learning Area' of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category

This competence is part of the 'Arts and Ideas Category' of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-3: Reflection and Meaning Subcategory

This competence is part of the ‘Reflection and Meaning Subcategory’ of the SNL curriculum. These competencies address philosophical questions, theories and assumptions. A-3-C Competence: Can examine a social issue from an ethical perspective.

A3E Competence

A3G Competence

School for New Learning Program

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Liberal Learning Area

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This competence is part of the 'Arts and Ideas Category' of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-3: Reflection and Meaning Subcategory

This competence is part of the ‘Reflection and Meaning Subcategory’ of the SNL curriculum. These competencies address philosophical questions, theories and assumptions. A-3-E Competence: Can compare substantially different theological or philosophical systems.

A3B Competence
understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the ‘Arts and Ideas Category’ of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-3: Reflection and Meaning Subcategory This competence is part of the ‘Reflection and Meaning Subcategory’ of the SNL curriculum. These competencies address philosophical questions, theories and assumptions. A-3-G Competence: Can assess the assumptions and implications of significant ideas about human experience.

AI TRA3X
A3X Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. Liberal Learning Area This competence is part of the 'Liberal Learning Area' of the SNL curriculum. These 26 competencies address a broad spectrum of knowledge that helps adults to become well rounded in their understanding of themselves and the world around them. The Arts and Ideas Category This competence is part of the ‘Arts and Ideas Category’ of the SNL curriculum. These 8 competencies address the creation and interpretation of different forms of art and philosophy. A-3: Reflection and Meaning Subcategory This competence is part of the ‘Reflection and Meaning Subcategory’ of the SNL curriculum. These competencies address philosophical questions, theories and assumptions. A-3-X Competence: This statement is written by student’s academic committee to accommodate transfer courses and/or experiential learning relating to the Reflection and Meaning Subcategory.

Asian American Studies

Undergraduate Course Descriptions Asian American Studies

Asian American Studies

AAS 100
INTRODUCTION TO ASIAN AMERICAN STUDIES
This survey course introduces students to Asian American Studies: a distinct, interdisciplinary field which integrates Asian American perspectives into a range of disciplines. In highlighting the history of the thirty-five year old field, the course examines past and contemporary experiences of increasingly diverse Asian American groups including: Chinese, Japanese, Filipinos, Indians, Koreans, Pakistanis, Bangladeshis and Southeast Asians. Investigating the roots of Asian American Studies, the course will explore questions including: "What is the study of Asian Americans?" "What is the Asian American Movement?" "What is the relationship between the social movement and development of the field?" "What have been the major theoretical debates in the field?" The course will explore contemporary problems and issues affecting Asian Americans, and critically examine multidisciplinary approaches to addressing those issues.

AAS 200
HISTORIES OF ASIAN AMERICA
This course introduces the pre-1965 comparative histories of people of Chinese, Japanese, Korean, Indian, Filipino, and Southeast Asian ancestry from their arrival in significant numbers in the United States beginning in the 19th century. Topics include migration and diaspora, labor and political economy, domestic politics and international relations, ideologies and socio-legal structures, gender and sexuality, family and community formation, and anti-Asian movements and pan-ethnic identity formation. Two questions orient this course: 1) whether there is an historical validity to the category of Asian American, and if so, the extent to which the category is relevant today in light of differences across gender, sexuality, class, ethnicity, and religion, among others; and 2) how the Asian Pacific American experience challenges and redefines American race relations to provide a more complex understanding of existing structures of power.
BIO 101
GENERAL BIOLOGY I (LAB FEE) (SI: LAB/QUANTITATIVE) (COREQ: RECOMMENDED CHE 111)
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.
COREQUISITE(S):Recommended CHE 111 as corequisite

BIO 102
GENERAL BIOLOGY II (SI: LAB/QUANT) (PREREQ: BIO 101 OR CONSENT) (LAB FEE)
Introduction to evolution, ecology, organismal development and diversity. Lecture-laboratory. Lab fee.
PREREQUISITE(S):BIO 101 or consent of department.

BIO 103
GENERAL BIOLOGY III (SI: LAB) (PREREQ: BIO 102 OR CONSENT)
Deals primarily with diversity and development within the plant and animal kingdoms including basic principles of physiology. Lecture-laboratory. Lab fee PREREQUISITE(S):BIO 102 or consent of department.

BIO 115
INTRODUCTION TO BIOLOGY (SI: ELECTIVE) (CANNOT EARN CREDIT FOR BIO 155 ALSO)
Deals with the scientific method, biological chemistry, structure, function, and heredity of cells and organisms, evolution and ecology. Cannot receive credit for both BIO 115 and BIO 155.

BIO 118
MARINE BIOLOGY (CANNOT RECEIVE CREDIT FOR BOTH 118 & 160)
Study of marine diversity, marine ecosystems, and connections between oceans and humans.

BIO 121
INFECTIOUS DISEASES AND IMMUNITY (SI: ELECTIVE) (CANNOT RECEIVE CREDIT FOR BOTH 121 & 161)
This course is designed to introduce students to the world of microorganisms, especially those which cause infectious diseases and to explain how the immune system protects the body against these organisms. Cannot receive credit for both BIO 121 and BIO 161.

BIO 122
INTRODUCTION TO PALEOBIOLOGY (SI: ELECTIVE)
This course focuses on the concepts and practices of paleobiology, the scientific study of the biology of extinct organisms preserved as fossils.

BIO 155
INTRODUCTION TO BIOLOGY WITH LABORATORY (SI: LAB)(CANNOT RECEIVE CREDIT FOR BOTH 115 & 155)
This lecture-laboratory course deals with the scientific method, biological chemistry, structure and function of cells, organs, and organ systems, heredity, evolution and ecology. Course includes a laboratory experience involving biological concepts discussed in class. Cannot receive credit for both BIO 115 and BIO 155. Lab fee

BIO 156
FOOD, FUEL FOR LIFE (SI:LAB)
Food from a biological perspective: defined at the chemical and biochemical level and as it fuels life through metabolism and nutrition. Other topics include improving foods by traditional breeding and new genetic engineering technology, food production, sustainable agriculture; food safety issues, and feeding world populations.
BIO 160  
MARINE BIOLOGY WITH LAB (SI: LAB) (CANNOT RECEIVE CREDIT FOR BOTH 118 AND 160)  
Study of marine diversity; marine ecosystems; and connections between oceans, the atmosphere, and humans. Lecture-Laboratory. Cannot receive credit for both BIO 118 and BIO 160.

BIO 161  
INFECTIOUS DISEASES AND IMMUNITY WITH LABORATORY (SI: LAB/QT) (CAN'T RECEIVE CREDIT FOR 121 & 161)  
This course is designed to introduce students to the world of microorganisms with particular emphasis on how microorganisms cause disease and the actions of the human body in fighting disease. This course includes a laboratory experience to reinforce concepts and introduce students to practical aspects of disease causing microorganisms. Cannot receive credit for both BIO 121 and BIO 161.

BIO 166  
INTRODUCTION TO PLANT BIOLOGY WITH LAB (SI: LAB/QUANT)  
This course deals with the characteristic features of higher plants, plant products that are beneficial to humans, structure, physiology and ecology of cultivated plants, and modern horticultural and genetic approaches to the improvement of plants and plant productivity.

BIO 201  
MAMMALIAN ANATOMY (LAB FEE)  
Structure of the mammalian organism. Lecture-laboratory. Lecture emphasis on the human; laboratory emphasis on the feline. Lab fee.

BIO 202  
MAMMALIAN PHYSIOLOGY (LAB FEE) (SCIENTIFIC INQUIRY--LAB) (CANNOT RECEIVE CREDIT FOR BOTH 202 & 224)  
Introduction to concepts and mechanisms of human organ system function including respiratory, cardiovascular, renal, muscular, nervous, endocrine and digestive systems. Lecture-laboratory. Lab fee. Cannot receive credit for both BIO 202 and BIO 224.

BIO 203  
INHERITANCE IN HUMANS (SI: QUANTITATIVE)  
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 and intelligence.

BIO 204  
VERTEBRATES: DIVERSITY AND EVOLUTION (SI:QUANTITATIVE)  
Examines vertebrate diversity and the interrelationships among vertebrate groups including humans. The quantitative component will include several data processing exercises that address: 1) how vertebrates are related and how those relationships are determined using phylogenetic trees, 2) species descriptions and analyzing morphological differences among species and 3) graphical interpretations. (SI: Quantitative)

BIO 206  
BRAIN AND BEHAVIOR (SI: ELECTIVE) (CANNOT RECEIVE CREDIT FOR BOTH 206 & 239)  
Examines basic concepts in neurobiology. Specifically how the brain is organized, how it sends messages throughout the body, and how these messages turn into daily activities such as seeing, eating, and walking. How these behaviors are altered due to disease or injury of the brain is also discussed. Cannot receive credit for both BIO 206 and BIO 239. (SI: Elective)

BIO 208  
STRESS, HORMONES AND THE NERVOUS SYSTEM (SI: ELECTIVE)  
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.

BIO 209  
PLANT BIOLOGY (LAB FEE) (PREREQ: BIO 103 OR CONSENT)  
A study of plant evolution, diversity, reproduction, developmental plant anatomy, regulation of plant growth and development, and plant physiology. Lab fee. Prerequisite(s): BIO 103 or consent of instructor.

BIO 210  
MICROBIOLOGY (LAB FEE) (PREREQ: BIO 101 OR CONSENT)
BIO 212
MEDICAL TESTS AND TRIALS (PREREQ: QUANT. REASONING; EXPERIENCE WITH EXEL SPREADSHEET)
Is fiber good for you? Are cell phones bad? Participants in this course will learn how to analyze popular health claims and medical studies using a computer spreadsheet (Excel). Topics include: design of health studies, data collection, statistical analysis, common biases and errors, and sources of health data on the World Wide Web. Prerequisites: Quantitative reasoning course; experience with Excel spreadsheet.

BIO 215
ECOLOGY (LAB FEE) (PREREQ: BIO 103 OR CONSENT)
Study of organismal interactions; responses of individuals, populations and natural communities to their external environment. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 103 or consent of instructor.

BIO 220
PRINCIPLES OF BIOTECHNOLOGY
This course will address aspects of the research and methodologies used in Modern Biotechnology, and place the field in the context of current societal and ethical concerns. (Prerequisite: BIO 101 or instructor consent.)

BIO 224
HOW THE HUMAN BODY WORKS (SI: QUANT) (CANNOT RECEIVE CREDIT FOR BOTH 202 & 224)
Fundamentals of human body functions through an examination of organs and organ systems. The quantitative component of this course will explore the concepts of scientific discovery through structured out-of-class projects. Cannot receive credit for both BIO 202 and BIO 224.

BIO 230
EPIDEMIOLOGY (PREREQUISITE(S): BIO 103)
This course will involve the study of the frequency and distribution of human disease. Students will learn how the health of a population is measured, and how medical interventions are quantitatively evaluated. Students will analyze data from historical and modern health studies, including population surveys, case-control studies, cohort studies, and clinical trials for prevention and treatment. Prerequisite(s): BIO 103.

BIO 239
THE BRAIN: BIOLOGY AND BEHAVIOR (SI: LAB) (CANNOT RECEIVE CREDIT FOR BOTH 206 & 239)
Explores basic concepts in neurobiology, including the organization and evolution of the vertebrate system, how the nervous system sends messages through the body and how these messages are translated into the variety of human behaviors. Alterations in behavior due to brain disease or injury is also discussed. The laboratory elaborates on lecture material and provides insight into how scientific reasoning and testing can help to discover how the brain works. Lab fee. Cannot receive credit for both BIO 206 and BIO 239. (SI: Lab)

BIO 250
CELL BIOLOGY (LAB FEE) (PREREQ: BIO 103 AND INTRO CHEMISTRY SEQUENCE OR CONSENT)
Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, ultrastructure and physiology. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 103 and Intro Chemistry sequence or consent of instructor.

BIO 256
PRINCIPLES OF BIOLOGY (SI: LAB/QUANTITATIVE)
The course is designed to introduce the student to several important principles of Biology, including aspects of cell biology, genetics, ecology, development, and evolution. The course will involve labs on each of these topics as they are addressed, requiring the student to accumulate and analyze data and to be involved in summarizing and presenting this data to the class. Lab fee.

BIO 257
AVIAN BIOLOGY (SI: LAB/QUANTITATIVE)
A foundation in the study, knowledge, and appreciation of birds. Use of field techniques to monitor and measure free-ranging bird populations in an experiential learning situation. Contributes to understanding of interaction and interdependency of nature through study of avian life. Junior-Senior standing. Lab fee.

BIO 258
SUN IN THE CHURCH: SOLAR OBSERVATIONS FROM ROME TO THE RENAISSANCE [SI:QL]
Students in this course will learn the history and practice of ancient solar astronomy, telling time by methods
Students in this course will learn the history and practice of ancient solar astronomy, telling time by methods familiar to the Greeks and Romans. Students will build and calibrate their own sundials, observe and measure solar phenomena, analyze data, and make astronomical predictions for Rome and other locations worldwide. This course will also cover how Catholic history and solar astronomy have been intertwined and will explore the impact of astronomy on the geocentric-heliocentric debates of 16th and 17th centuries.

BIO 260
GENETICS (LAB FEE) (PREREQ: INTRO BIO SEQUENCE - BIO 101, 102 & 103)
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(S):BIO 101, 102 and 103

BIO 290
TOPICS IN BIOLOGY (PREREQ: SOPHOMORE BIOLOGY STANDING)
Occasional courses offered at intermediate levels. See the schedule of classes for current offerings. PREREQUISITE(S):Sophomore Biology standing. 2 or 4 quarter hours.

BIO 300
PSYCHOBIOLOGY (PREREQ: BIO 103 OR CONSENT)
Fundamental concepts of the structure and function of the nervous and endocrine systems, and their interplay with genetics, nutrition and the external environment in the expression of overt behavior. Lecture only. PREREQUISITE(S):BIO 103 or consent of instructor.

BIO 301
ANIMAL BEHAVIOR (PREREQ: BIO 101, 102 & 103)
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 (ISP 335). Lab fee. PREREQUISITE(S):BIO 101, 102 and 103

BIO 302
STUDENT LABORATORY INSTRUCTION
Student Laboratory Instruction. Completion of course requires student to serve as teaching assistant for biology laboratory course.

BIO 303
INTRODUCTION TO SCIENTIFIC RESEARCH
Introduction to Scientific Research. Course requires that student has had (or currently having) experience in scientific research.

BIO 304
FIELD METHODS FOR BIOLOGISTS
The course will focus on the methods needed to initiate and undertake observations on Midwest ecosystems. Students will learn methods and put into practice the tools required to begin a site inventory and to assess population characteristics. The data gathered by the class will be archived and used as a starting point for subsequent studies. Each student will have an original research project involving extensive field work in nature.

BIO 305
BIOMETRY (PREREQ:JUNIOR / SENIOR BIOLOGY STANDING)
A survey of a variety of statistical methods used to analyze biological data.

BIO 309
PLANT PHYSIOLOGY (PREREQ(S): BIO 250, CHE 125 OR 175 OR CONSENT)
A study of the functional and developmental aspects of flowering plants. Lecture-laboratory. Lab fee. PREREQUISITE(S):BIO 250 and Chemistry 175 (or 125) or consent of instructor.

BIO 310
VERTEBRATE PHYSIOLOGY (PREREQ(S): BIO 250 AND CHE 175 OR CONSENT)
Functions and regulatory mechanisms of vertebrate cells, organs and organ systems with special emphasis on mammals. Lecture-Laboratory. Lab fee. PREREQUISITE(S):BIO 250 and Chemistry 175 or consent of instructor.

BIO 311
HISTOLOGY (PREREQ: BIO 250 OR CONSENT)
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. Lab fee. PREREQUISITE(S): BIO 250 or consent of instructor

BIO 312
TOPICS IN COMPARATIVE PHYSIOLOGY (PREREQUISITE: BIO 103 OR CONSENT)
Topics In Comparative Physiology (prerequisite: Bio 103 Or Consent)

BIO 315
TOPICS IN ECOLOGY (LAB FEE) (X-LSTD AS BIO 415) (PREREQ: BIO 102 & 215 & SENIOR STANDING OR CONSENT)
The focus of this course is to read and critique classic papers in ecology and to connect their foundational ideas with modern research and understanding. PREREQUISITE(S): BIO 102 and 215 and senior standing in biology or consent of the instructor.

BIO 316
PHYCOLOGY (CROSS-LISTED AS BIO 416) (PREREQUISITE: BIO 103) (LAB FEE)
Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory. (Cross-listed As Bio 416) (Prerequisite: Bio 103) (lab fee)

BIO 317
AQUATIC BIOLOGY (PREREQUISITE: BIO 102 AND 215) (CROSS-LISTED AS BIO 417) (LAB FEE)
The study of biological, physical and chemical phenomena in freshwater environments. Emphasis on organisms and their ecology. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 102 and BIO 215 or consent of instructor.

BIO 320
MICROBIAL ECOLOGY (PREREQ(S): BIO 210 & JUNIOR/SENIOR STANDING OR CONSENT)
This course will explore key roles that microorganisms play in life on earth. This course will also address how these microorganisms are being used in current areas of research in microbiology. This is a lab course, which will enable students to study processes used in the enrichment, isolation, and identification of microorganisms from various environments. Prerequisite: BIO 210 and junior/senior standing or instructor's consent.

BIO 330
DEVELOPMENTAL BIOLOGY (PREREQ: BIO 250 AND 260 OR CONSENT)
A survey of developmental phenomena in animals from fertilization to sexual maturity. Students will gain a current understanding of the genetic, cellular, and environmental mechanisms that shape the body and its major organs. Special topics include birth defects, embryonic stem cells, tissue regeneration, reproductive technology and mammalian cloning. Lecture-laboratory. Lab Fee. PREREQUISITES: BIO 250 and BIO 260 or consent of instructor.

BIO 331
TOPICS IN DEVELOPMENTAL BIOLOGY (CROSS-LISTED AS BIO 431) (PREREQ: BIO 330 OR 360 OR CONSENT)
This seminar course examines the current embryological literature using both evolutionary and molecular perspectives. Previous student-led topics include: how early embryos are organized, the signals controlling left-right asymmetry, the evolutionary origin of feathers and the development of the retina. PREREQUISITES: BIO 330 or BIO 360 or consent of instructor.

BIO 333
MYCOLOGY (CROSS-LISTED AS BIO 433) (PREREQ: BIO 215. 250, AND 260 OR CONSENT)
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. Lab fee. PREREQUISITE(S): BIO 215, 250 and 260 or consent of instructor.

BIO 335
CONCEPTS IN EVOLUTION (PREREQ: BIO 103 AND BIO 215) (COREQ: BIO 260)
Study of evolution and diversity in the living world. Lecture only. PREREQUISITE(S): BIO 103 and BIO 215. COREQUISITE(S): BIO 260

BIO 339
CELLULAR NEUROBIOLOGY (CROSS-LIST: 439) (PREREQ: BIO 250 OR CONSENT)
A study of the cellular and molecular mechanisms of the nervous system and the role they play in neural signaling and neural development. PREREQUISITE(S): BIO 250 or consent of the instructor.

BIO 340
SYSTEMS NEUROBIOLOGY (PREREQ.: BIO 310 OR CONSENT) (CROSS-LISTED AS BIO 440)
Explores the organization of the nervous system on a gross anatomical level and based on functional units. The emphasis is on understanding how individual behaviors are produced by different neural systems and how these individual behaviors integrate into the activities of whole organisms. Lab fee. PREREQUISITE(S): BIO 310 or consent of the instructor.

BIO 341
TOPICS IN NEUROBIOLOGY (PREREQ: BIO 339 OR 340)
A seminar course examining current topics in neurobiology. Original readings will include both current review and classic neuroscience articles. PREREQUISITE(S): BIO 339 or 340.

BIO 345
TOPICS IN PALEOBILOGY (CROSS-LISTED AS BIO 445)
A seminar course examining various topics in paleobiology (the study of ancient life) including morphological concepts, macroevolutionary processes, extinction events, phylogenetic systematics, paleoecology, paleobiogeography, and the adequacy of the fossil record. Readings include classic and recent articles in the fields of paleobiology.

BIO 347
TOPICS IN MEDICAL BACTERIOLOGY
This course will address current topics of concern and research in medical bacteriology. Students participating in this course will explore key concepts used in bacterial pathogenesis and learn how to critically appraise recent research papers in the field. Prerequisite: BIO 210 and junior/senior Biology standing.

BIO 348
THE BIOLOGY OF INFECTION
This course will provide students with detailed knowledge of medically important bacteria. The course will first examine common events in infections and the body’s responses to infection. We will highlight in these studies the changes in both hosts and pathogens as strategies of infection and immunity evolve relative to one another. Within this framework we will examine a spectrum of infectious diseases in detail. PREREQUISITES: BIO 210 (Microbiology), BIO 250 (Cell Biology), and BIO 370 (Immunobiology)

BIO 350
ANIMAL ADAPTATIONS (PREREQ: JUNIOR/SENIOR BIOLOGY STANDING OR CONSENT)
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(S): Junior or senior Biology standing or consent of instructor.

BIO 352
ADVANCED COMPARATIVE PHYSIOLOGY (PREREQ(S): INSTRUCTOR CONSENT)(CROSS-LIST: 452)
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(S): Consent of instructor. Cross-listed as BIO 452

BIO 354
PROBLEMS IN CELL MOTILITY (PREREQ: BIO 250, PHYSICS, CALCULUS OR CONSENT))
Analysis of contemporary problems in cellular movements, with emphasis on the biochemistry, biophysics and regulation of cell and organelle movements. Lecture, seminar, discussion. PREREQUISITE(S): BIO 250, Physics, Calculus or consent of instructor.

BIO 355
GENETIC TOXICOLOGY [PREREQ(S): BIO 260]
This course will deal with the study of agents that damage the genome or alter the proper functioning of the genome that can lead to disease in humans. Topics covered will include basic spectrum of genetic damage and chromosomal effects, mechanisms of mutations, DNA repair, genetic assays used for evaluation of genetic toxicology, health consequences of genetic damage, including cancer and inheritable mutations, and the current position of US government and global regulatory agencies on the issues of genetic toxicology. Prerequisite(s): BIO 260
BIO 360
MOLECULAR BIOLOGY (X-LISTED AS BIO 460) (LAB FEE) (PREREQ: BIO 250, 260, CHE 125 OR 175 OR CONSENT)
Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of
genetic engineering. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 250, 260 and Chemistry 125 (or 175),
or consent of instructor.

BIO 361
TOPICS IN MOLECULAR BIOLOGY (PREREQ: BIO 360 OR CONSENT) (CROSS-LISTED AS BIO 461)
Discussion and seminars in selected areas of molecular biology. PREREQUISITE(S): BIO 360 or consent of
instructor.

BIO 365
PRINCIPLES OF TOXICOLOGY (PREREQ: BIO 103 AND CHE 125 OR 175 OR CONSENT)
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 various toxins and toxicants.
PREREQUISITE(S): BIO 103 and Chemistry 175 (or 125) or consent of instructor.

BIO 368
DEVELOPMENTAL TOXICOLOGY (LAB FEE) (PREREQ: JUNIOR/SENIOR BIOLOGY STANDING) (X-LISTED AS BIO
468)
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. Lab fee. PREREQUISITE(S): Junior or
senior Biology standing or consent of instructor.

BIO 370
IMMUNOBIOLOGY (CROSSTLISTED: 471) (LAB FEE) (PREREQ: BIO 250 AND BIO 260 OR CONSENT)
Basic factors governing immune phenomena and antigen-antibody reactions. Lecture-laboratory. Lab fee.
PREREQUISITE(S): BIO 250 and BIO 260 or consent of instructor.

BIO 380
CANCER BIOLOGY [PREREQ(S): BIO 250 & BIO 260] [CROSS-LISTED AS BIO 480]
This course will explore the cellular and molecular aspects of cancer. Topics will include the pathology and
epidemiology of cancer, the origin and spread of cancer, hereditary and familial cancers, cancer associated
genes and strategies of cancer therapy. Prerequisites: Bio 250 (Cell Biology) and Bio 260 (Genetics).

BIO 386
INTRODUCTION TO ENDOCRINOLOGY (X-LISTED: BIO 486) (PREREQ: BIO 250, 260, & 310 OR CONSENT)
A study of hormones as chemical regulators of development, growth, metabolism, homeostasis, reproduction,
response to stress, and behavior; as well as hormone synthesis, chemistry, mechanisms of action, and
endocrine gland structure. PREREQUISITE(S): BIO 250, 260 and 310 or consent of instructor.

BIO 390
SPECIAL TOPICS (CROSS-LISTED AS BIO 490) (PREREQ: JUNIOR OR SENIOR BIOLOGY STANDING)
Occasional courses offered at an advanced level. See the schedule of classes for current offerings.
PREREQUISITE(S): Junior or senior Biology standing. 2 or 4 quarter hours.

BIO 391
COMMUNITY AND POPULATIONS METHODS AND RESEARCH
Dr. Merritt teaches field methods at the Community and Population level. The course will focus on the
methods needed to initiate and undertake observations on community and population level life forms in this
ecosystem. Students will learn and put into practice the tools required to begin a site inventory and to assess
population characteristics. Methodologies will be complimentary to and supportive of the environmental
science course activities.

BIO 392
EXTRAMURAL INTERNSHIP (PERMISSION OF DIRECTOR REQUIRED)
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. 0-4 credit hours. PREREQUISITE(S): Sophomore, junior or senior standing in Biology; only by
arrangement with the internship director, and by permission of the department.

BIO 395
BIOLOGY CAPSTONE SEMINAR
The aim of this course is to integrate current biological view(s) of humanity with the perspectives of the liberal studies curriculum. Students will develop and debate topics that demonstrate mastery of the biology core curriculum (cell biology, genetics, physiology and ecology) while touching on history, philosophy, ethics and the law.

BIO 398
READINGS AND RESEARCH (PREREQ: CONSENT OF INSTRUCTOR AND DEPARTMENT)
1-4 quarter hours. PREREQUISITE(S): Consent of instructor and department.

BIO 399
INDEPENDENT STUDY (PREREQ: CONSENT OF INSTRUCTOR AND DEPARTMENT)
independent Study. 1-4 quarter hours. PREREQUISITE(S): Consent of instructor and department.

Business Law

Undergraduate Course Descriptions

Business Law

BLW 201
LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT (PREREQUISITE: SOPHOMORE STANDING)
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)

BLW 202
COMMERCIAL PAPER AND SALES (PREREQ: BLW 201)
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(S): BLW 201.

BLW 203
BUSINESS ORGANIZATIONS (PREREQ: BLW 201)
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(S): BLW 201.

BLW 300
REAL ESTATE LAW
Real Estate Law

BLW 398
SPECIAL TOPICS
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(S): As listed in class schedule.

BLW 399
INDEPENDENT STUDY (PREREQUISITE: WRITTEN PERMISSION OF FACULTY SUPERVISOR, CHAIR AND DIRECTOR)
Independent Study. Available to students of demonstrated capability for intensive independent work in business law. PREREQUISITE(S): Written permission of supervising faculty member, chair and director of undergraduate programs is required prior to registration.
Business Mathematics & Statistic

Undergraduate Course Descriptions

Business Mathematics & Statistic

BMS 125
BUSINESS CALCULUS I  (PREREQ(S): MAT 130 OR DIAGNOSTIC TEST)
Differential calculus of one or more variables with business applications.  PREREQUISITE(S):Completion of Mathematics 130 or placement by the Mathematics Diagnostic Test.

BMS 126
BUSINESS CALCULUS II  (PREREQ: BMS 125)
Integral calculus, matrix algebra, and probability theory with business applications.  PREREQUISITE(S):BMS 125.

BMS 142
BUSINESS STATISTICS  (PREREQ: BMS 126)
Basic concepts of statistics and applications; data analysis with the use of Excel; theoretical distributions; sampling distributions; problems of estimation; hypothesis testing; problems of sampling; linear regression and correlation. PREREQUISITE(S):BMS 126.

BMS 155
CALCULUS AND STATISTICAL ANALYSIS FOR BUSINESS I (HONORS) (PREREQ: DIAGNOSTICS TEST)
Graphical analysis of linear, quadratic, exponential, logarithmic and trigonometric models. Derivatives and rate of change, applications to finance and accounting, including present and accumulated value of investment and annuities.  PREREQUISITE(S):Adequate performance on the Mathematics Diagnostic Test.

BMS 156
CALCULUS AND STATISTICAL ANALYSIS FOR BUSINESS II (HONORS) (PREREQ: BMS 155 OR EQUIVALENT)
Continuation of 155. Partial derivatives and optimization problems with non-linear constraints. (Lagrange multipliers). Integration and applications to business. Elementary probability. Note that students completing BMS 156 may enroll in MAT 152 or MAT 162 or MAT 172.  PREREQUISITE(S):BMS 155 or equivalent.

BMS 157
CALCULUS AND STATISTICAL ANALYSIS FOR BUSINESS III (HONORS) (PREREQ:156 OR EQUIVALENT)
Normal and binomial distributions, central limit theorem. Applications to sampling. Student distribution, chi-square distribution. F-distribution, hypothesis student t-distribution testing, and confidence intervals. Linear regression and correlation, including confidence intervals for the regression parameters. Data analysis with the use of Excel. PREREQUISITE(S):BMS 156 or equivalent.

BMS 342
BUSINESS STATISTICS II  (PREREQ: BMS 142 OR BMS 157)
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(S):BMS 142 or BMS 157.
Catholic Studies

CTH 110
THE CHRISTIAN EXPERIENCE [CROSS-LISTED AS REL 110] [RD:RT]
An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future. Cross-listed as REL 110.

CTH 180
INTRODUCTION TO CATHOLICISM [RD:RT] [XLSTD AS REL 180]
An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

CTH 183
THEMES IN CATHOLIC SOCIAL THOUGHT [CROSS-LSTD AS REL 183] [RD:RQ]
An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as REL 183.

CTH 190
CATHOLICISM AND BIBLICAL INTERPRETATION [FORMERLY CTH 225] [RD:RQ]
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. [Formerly CTH 225]

CTH 201
THE EXPERIENCE OF CATHOLICISM IN CHICAGO (JUNIOR YEAR EXPERIENTIAL LEARNING)
An experience-centered introduction to the Catholic Church in Chicago. Includes site visits.

CTH 205
CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500 (X-LIST:REL 213) [RD:RT]
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.

CTH 206
CATHOLICISM IN WORLD HISTORY II: MODERN & POST-MODERN TIMES [RD:RT]
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.

CTH 209
THEORIES OF THE CHURCH: CONCEPTS AND CONTROVERSIES [RD:RT] [XLSTD AS PSC 335]
Introduction to several ecclesiologies that co-exist in Catholicism. Both historical and contemporary ecclesiologies will be considered. Cross-listed as PSC 335.

CTH 212
ANCIENT ISRAEL: HISTORY, LITERATURE AND RELIGION [X-LIST:REL 232] [RD:RT]
The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions. Cross listed with REL 232.

CTH 213
THE NEW TESTAMENT [CROSS-LISTED W/REL 233] [RD:RT]
A critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient
history and society. Cross-listed with REL 233.

CTH 214
THE HISTORICAL JESUS (X-LISTED AS REL 238) [RD:RT] [FORMERLY CTH 311]
An investigation of the early Christian Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical reconstruction and religious interpretation, and the significance of conflicting interpretations of Jesus, will also be considered. Cross-listed as REL 238.

CTH 215
VARIETIES OF EARLY CHRISTIANITY (CROSS-LISTED AS REL 234) [RD:RT]
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. Cross-listed as REL 234.

CTH 216
PAUL AND HIS INFLUENCE IN EARLY CHRISTIANITY [RD:RT] [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. Cross-listed as REL 235.

CTH 223
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.

CTH 224
CHRISTIAN PREACHING AS COMMUNICATION (CROSS-LISTED AS CMN 221)
Rooted in Catholic tradition but inclusive of the call for all Christians to proclaim the Good News. This class explores preaching as a graced communication and, in addition to transactional and theological communication theory, examines the preacher's: call, spiritual formation, present mandates and future potentials, scripture study fundamentals and presentational approaches. The course provides opportunities for in-class, on-campus, and off-campus preaching and observation experiences as well as listener feedback and diversity education.

CTH 226
ROMAN CATHOLIC SPIRITUAL LITERATURE [X-LIST:REL282] [RD:RT]
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. Cross-listed with REL 282.

CTH 228
MEDIEVAL MYSTICS IN EUROPE: 1000-1600 A.D. (CROSS-LISTED: HST 213)
The evolution 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. Cross-listed with HST 213.

CTH 229
CATHOLICISM AS A SPIRITUAL PATH (X-Listed as REL 284)
An experience-centered study of the relationship between contemplation and action, prayer and service, liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical as well as contemporary spiritualities will be explored.

CTH 231
ROMAN CATHOLIC LITURGY [CROSS-LSTD AS REL 281] [RD:RT]
A study of the emergence, meaning and dynamics of community, and of the interaction between community and ritual in the Roman Catholic tradition. Cross-listed as REL 281.

CTH 232
INTRODUCTION TO LITURGY (PERMISSION OF PROGRAM DIR. REQUIRED)
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 Catholic Theological Union. Permission of Program Director required,
CTH 238
ANCIENT PHILOSOPHY [CROSS-LISTED AS PHL 293] [PI] [PREREQ(S): PHL 100]
A study of selected thinkers and issues from ancient Greece. Prerequisite(s): PHL 100

CTH 239
MEDIEVAL PHILOSOPHY [CROSS-LISTED AS PHL 294]
A study of selected thinkers and issues from the Medieval period.

CTH 240
TOPICS IN CATHOLIC THOUGHT
A study of selected topics and controversies.

CTH 241
ROMAN CATHOLIC MORAL TRADITIONS [RD:RQ] [CROSS-LISTED AS REL 287]
This course examines various moral topics within a Roman Catholic framework. Papal pronouncements, Magisterial statements, Episcopal texts, the works of influential theologians, and critical voices both within and beyond the Church will be critically examined. Special attention will be paid to the method of moral argumentation. Cross-listed as REL 287.

CTH 242
PHILOSOPHICAL THEOLOGY (CROSS-LISTED AS PHL 244)
A survey of the interaction between philosophy and Christian theology.

CTH 243
ROMAN CATHOLIC THEOLOGICAL THINKING (X-LISTED: REL 280) [RD:RT]
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. Cross-listed with REL 280.

CTH 244
DEBATES ABOUT GOD [CROSS-LISTED AS REL 200] [RD:RQ]
A study of classical and contemporary arguments regarding the existence and meaning of “God” as developed in a variety of theistic traditions. Cross-listed as REL 200.

CTH 245
INTRODUCTION TO THEOLOGY (PERMISSION OF PROGRAM DIR. REQUIRED)
A consideration of the nature, sources and methods of theology 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. Taught at Catholic Theological Union. Permission of Program Director required.

CTH 246
INTRODUCTION TO CHRISTIAN ETHICS [RD:RQ]
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.

CTH 247
ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT [RD:RQ] [XLSTD WITH 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.

CTH 248
CONTEMPORARY MORAL ISSUES [RD:RQ]
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 catholicism to selected moral issues such as war and peace, sexual behavior, etc.

CTH 249
NATURE, COSMOS AND GOD: CATHOLISM AND SCIENCE [RD:RT]
A constructive correlation of Catholic thought and contemporary scientific theory about the origins and development of the universe. Modern and contemporary cosmologies will be put into dialogue with
Christology, Trinity and Incarnation. A particular concern will be today's environmental crisis and an authentically Christian response.

CTH 253
EARLY MEDIEVAL ART [CROSS-LISTED AS ART 240] [AL]
This course provides an overview of the history of Medieval art from the period of its origins up to the Romanesque covering largely the art and architecture of the European Mediterranean West but also centers in the East concerning Christian Byzantine and Islamic cultures. Cross listed as ART 240.

CTH 254
LATE MEDIEVAL ART (CROSS-LISTED AS ART 244)
A survey of the principal works of architecture, sculpture, painting and the industrial arts created in Europe from the year 1,000 AD.

CTH 255
ANCIENT AND MEDIEVAL ART (ARTS AND LIT) (CROSS-LISTED AS ART 235)
A survey of the principal works of architecture, sculpture, painting and the industrial arts created in the Mediterranean basin and in Europe from the Byzantine through the Gothic age.

CTH 256
ITALIAN RENAISSANCE ART (CROSS-LISTED AS ART 241)
This course provides an overview of the history of Italian Renaissance art and architecture in Italy's primary centers of artistic production.

CTH 257
BAROQUE ART [A&L] (CROSS-LISTED AS ART 237)
"Starting in 1600, from the vantage point of the Counter-Reformation and the rise of modern European states, Baroque Art covers the principal works of art & architecture; artists & patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention will be focused on the most prominent artistic centers in Italy, Catholic Flanders, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are supplemented by field work to the Baroque collections of the Art Institute of Chicago.

CTH 258
NORTHERN RENAISSANCE ART [CROSS-LISTED AS ART 232] [AL]
A survey on the art of Northern Europe - especially Germany and the Netherlands - from 1300 to 1600, during the Renaissance and Protestant Reformation.

CTH 259
THE ART AND ARCHITECTURE OF CATHOLICISM IN CHICAGO (PREREQ: ART 102 OR EQUIVALENT OR CONSENT)
An experience-centered study of Catholic art and architecture. The history, ethnic origins and theology of the pieces will be considered. PREREQUISITE(S): ART 102 or equivalent or permission of instructor

CTH 261
CATHOLIC FAITH AND MUSICAL EXPRESSION (ARTS AND LITERATURE)
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.

CTH 265
LITERATURE AND THE SACRED [RD:RQ]
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.

CTH 270
JESUS ACROSS CULTURES [RD:RQ] (CROSS-LISTED: 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 its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions. Cross-listed with REL 273

CTH 271
ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS (CROSS-LIST: REL 285) [RD:RT]
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. Cross-listed with REL 285.

CTH 273
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. Cross-listed with HST 243.

CTH 274
IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES" [RD:RT]
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.

CTH 275
MEDIEVAL PEOPLE: 400 TO 1400 A.D. (CROSS-LISTED: HST 210)
The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchmen 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?

CTH 276
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.

CTH 279
CATHOLICISM AND THE FAMILY [RD:RT]
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.

CTH 280
RELIGION AND EDUCATION IN WESTERN CULTURE (CROSS-LISTED AS LSE 250)
A study of the relationship between Catholicism and education in Western culture. The historical relationship between Catholic faith and educational institutions will be studied. A major part of the course will explore the theological meaning of education with special attention to the issues of freedom and indoctrination, moral education, authorities in education and issues of the modern Western university.

CTH 282
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.

CTH 285
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.

CTH 288
IRELAND, 1450-1800, CONQUEST, COLONIZATION & REBELLION [UP:EU]
This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments.
IRELAND, 1800 - 2000
Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world.

CTH 290
THE LIFE AND TIMES OF VICTOR DE PAUL [RD:RT]
A study of Vincent de Paul in his cultural and religious context.

CTH 292
WOMEN AND SAINT VICTOR DE PAUL [RD:RQ]
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.

CTH 293
THE DAUGHTERS OF CHARITY [RD:RT]
An historical study of the Daughters of Charity from their foundation to the present.

CTH 295
THE VINCIENTIANS IN AMERICA [RD:RT]
An examination of the history of the Congregation of the Mission from 1816 to the present.

CTH 312
THE GOSPEL ACCORDING TO MATTHEW (PERMISSION OF PROGRAM DIR. REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 313
THE GOSPEL ACCORDING TO MARK (PERMISSION OF PROGRAM DIR. REQUIRED)
A study of the Gospel of Mark with attention to its structure, major themes and key (Taught at Catholic Theological Union.) Permission of Program Director required.

CTH 314
THE GOSPEL ACCORDING TO LUKE (PERMISSION OF PROGRAM DIR. REQUIRED)
A study of the Third Gospel and its major theological themes. Particular focus on Luke's Christology and portrayal of discipleship for women and men followers of "the Way". (Taught at Catholic Theological Union.) Permission of Program Director required.

CTH 315
THE GOSPEL ACCORDING TO JOHN (PERMISSION OF PROGRAM DIR. REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 325
SPECIAL TOPICS IN SCRIPTURES, COUNCILS AND CREEDS
SPECIAL TOPICS IN SCRIPTURES, COUNCILS AND CREEDS

CTH 326
INTRODUCTION TO THE CHRISTIAN SPIRITUAL LIFE (PERMISSION OF PROGRAM DIRECTOR REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 327
THEOLOGY AND PRACTICE OF PRAYER (PERMISSION OF PROGRAM DIRECTOR REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 328
RELIGIOUS EXPERIENCE AND THE LIFE CYCLE (PERMISSION OF PROGRAM DIRECTOR REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 329
SPIRITUAL CLASSICS OF THE EARLY CHURCH (PERMISSION OF PROGRAM DIRECTOR REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 335
SPECIAL TOPICS IN RELIGIOUS EXPERIENCE, PRAYER AND LITURGY

CTH 336
THEORIES OF INTERPRETATION (PHIL INQUIRY) (CROSS-LISTED AS PHL 355)
Philosophical hermeneutics and biblical interpretation.

CTH 337
GREEK AND MEDIEVAL THOUGHT (PHIL INQURY) (CROSS-LISTED: PHL 310)
A study of selected thinkers and issues from the ancient Greek and Medieval periods.

CTH 338
EARLY MODERN PHILOSOPHY
A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries.

CTH 339
PHILOSOPHY SINCE KANT
A study of some of the most influential thinkers of the last 150 years.

CTH 340
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.

CTH 341
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.

CTH 346
THE PROBLEM OF GOD IN CONTEMPORARY SOCIETY- PERMISSION OF PROGRAM DIRECTOR REQUIRED
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 Catholic Theological Union.) Permission of Program Director required.

CTH 347
ORIGINS AND ESCHATOLOGY (PERMISSION OF PROG. DIR. REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 348
CHRISTOLOGY (PERMISSION OF PROGRAM DIR. REQUIRED)
A study of the foundational questions of Christology in the light of the critical, historical study of the
A study of the foundational questions of Christology in the light of the critical, historical study of the Scriptures and theological tradition. (Taught at Catholic Theological Union.) Permission of Program Director required.

CTH 349
CHRISTOLOGY AND CULTURES (PERMISSION OF PROGRAM DIR. REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 351
NATURAL LAW AND CHRISTIAN ETHICS (PERMISSION OF PROGRAM DIR. REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 352
THE ETHICS OF THOMAS AQUINAS (PERMISSION OF PROGRAM DIR. REQUIRED)
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 Catholic Theological Union.) Permission of Program Director required.

CTH 354
SPECIAL TOPICS IN CATHOLIC THOUGHT
Special topics in Catholic Thought; see schedule for current offerings.

CTH 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.

CTH 369
SPECIAL TOPICS IN THE ART, MUSIC AND LITERATURE OF CATHOLICISM
Special topics in the Art, Music and Literature of Catholicism; see schedule for current offerings.

CTH 370
THE CULTURES OF EARLY CHRISTIANITY (CROSS-LISTED: HST 323)
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. Cross-listed with HST 323.

CTH 376
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. Cross-listed with HST 316.

CTH 377
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. Cross-listed with HST 317.

CTH 378
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. Cross-listed with HST 318.

CTH 384
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. Cross-listed with REL 384 and MLS 464.
THE CATHOLIC CHURCH IN WORLD POLITICS (CROSS-LISTED AS PSC 345)
Catholicism as it affects (and is affected by) world politics. Various topics might include war and peace, global economy, immigration, nationalism, etc. Cross-listed with PSC 345.

FOREIGN STUDY IN RELIGION (PERMISSION OF PROGRAM DIRECTOR REQUIRED)
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. Permission of Program Director required.

SPECIAL TOPICS IN THE SOCIAL DIMENSION OF CATHOLICISM

SPECIAL TOPICS IN VINCENTIAN STUDIES

SPECIAL TOPICS IN VINCENTIAN STUDIES

SPECIAL TOPICS IN VINCENTIAN STUDIES

CHEMISTRY

Undergraduate Course Descriptions

CHEMISTRY

CHE 100
OUR CHEMICAL WORLD. ONLY ONE OF SERIES 100-102 MAY BE TAKEN FOR CREDIT.
A course for non-science majors that develops the essential concepts of chemistry with some focus on applications of these methods and ideas toward a particular aspect of human activity or condition. Only one of series 100-102 may be taken for credit.

CHE 101
EXPLORING MATTER (SI: LAB) ONLY ONE OF SERIES 100-102 MAY BE TAKEN FOR CREDIT.(FEES)
A course for non-science majors that develops the fundamental concepts of chemistry with experimental exploration to complement the methods and ideas encountered in reading and discussion in class. Only one of series 100-102 may be taken for credit. (Lab fee)

CHE 102
ATOMS AND MOLECULES (SI: QUANTITATIVE)  ONLY ONE OF SERIES 100-102 MAY BE TAKEN FOR CREDIT.
A course for non-science majors that develops the basic concepts of chemistry with discussion of some
applications of chemical methods to the study of nature and the modification of the circumstances of human
beings. The course will include a quantitative special project to enhance understanding of a particular
application of chemistry. Only one of series 100-102 may be taken for credit.

CHE 103
ENVIRONMENTAL CHEMISTRY (SI: LAB)
A discussion and laboratory exploration of the technological origins, effects, and control of environmental
pollutants. (Lab fee)

CHE 104
CHEMICALS, DRUGS AND LIVING SYSTEMS (SI: QUANTITATIVE)
A discussion of the molecular basis of the interaction of specific chemical compounds (chiefly
pharmaceuticals and drugs) with living organisms.

CHE 105
EXPLORING NUTRIENTS/SCIENCE OF NUTRITION (SI: LAB) (LAB FEE)
A discussion and laboratory exploration of the chemical molecules which supply nutrients for living
organisms. This course also includes a quantitative project, applicable to the individual student, to enhance
the understanding of the principles of nutrition. (Lab fee)

CHE 106
GEOCHEMISTRY (SI: Quantitative)
This course for non-science majors that introduces students to basic chemical and geological concepts
through a discussion of the chemical principles and scientific laws governing the composition and chemical
transformation of the components making up the Earth. Major topics include the scientific method, reporting
and treatment of quantitative data, introduction to the basic principles of matter, chemical reactivity, and
radioactive decay. (SI:Quantitative)

CHE 107
PROTEINS AND THEIR GENES (SI: LAB) (LAB FEE)
A discussion and laboratory introduction to many aspects of proteins: their chemical structures, biological
functions, how genes store the information to make them, and how changes in genes can lead to changes in
proteins, and to cancer and other diseases. (Lab fee)

CHE 108
THE CONQUEST OF DISEASE AND ASSOCIATED PROBLEMS (SELF,SOCIETY & MODERN WORLD)
A discussion of how science and technology have extended life expectancy over the past two centuries in
addition to a discussion of a multitude of problems such as the cost of health care, allocating scarce
resources, safety and risk, etc.

CHE 109
FORENSIC CHEMISTRY (SI: LAB) (LAB FEE)
Discussion and laboratory exploration of the application of modern science to problems in criminology,
evidence, art, and archaeology.

CHE 110
NATIONAL SECURITY: SCIENCE & TECHNOLOGY (FORMER CHE 222) (SELF,SOCITY MOD WRLD)
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.

CHE 111
GENERAL AND ANALYTICAL CHEMISTRY I  [PREREQ(S): MAT 130 or higher] [SI:QL] (FEES)
Introductory course with laboratory for science majors emphasizing inorganic chemistry and chemical
principles governing behavior of matter. PREREQUISITE(S): MAT 130 or higher.

CHE 113
GENERAL AND ANALYTICAL CHEMISTRY II  [PREREQ(S): CHE 111] [SI: QL] (FEES)
Continuation of 111 including more advanced inorganic and physical chemical concepts in lecture and an
introduction to quantitative analysis in laboratory. PREREQUISITE(S):CHE 111

CHE 115
GENERAL AND ANALYTICAL CHEMISTRY III [PREREQ(S): CHE 113] [SI;QL] (LAB FEES)
Continuation of 113 including equilibrium and descriptive chemistry in lecture and quantitative and qualitative analysis in aqueous solutions. PREREQUISITE(S): CHE 113

CHE 130
GENERAL CHEMISTRY PRACTICUM [PREREQUISITE: MAT 130]
Students will focus on the following elements: unit analyses, word problems encountered in chemistry, solving simultaneous and quadratic equations, using logarithms and exponential functions, using Excel to analyze data, and practicing scientific writing. [PREREQUISITE: MAT 130]

CHE 131
GENERAL CHEMISTRY I (SI;LAB/QUANTITATIVE) [PREREQ: MAT 130] (FEES)
Rigorous introductory course for students. Basic physical and inorganic chemistry topics with laboratory experiments. CHE 131 and 133 substitute for 111, 113, 115. PREREQUISITE(S): MAT 130.

CHE 133
GENERAL CHEMISTRY II (FEES) (SI:LAB/QUANT) (PREREQ: CHE 131)
Continuation of Chemistry 131. CHE 131 and 133 substitute for 111, 113, 115. PREREQUISITE(S): CHE 131

CHE 171
MECHANISTIC ORGANIC CHEMISTRY I [PREREQ(S): CHE 115 OR 133] (LAB FEES)
First in a sequence of courses that investigate organic chemistry in a manner that will aid those who intend to pursue careers in chemistry or in other sciences. Introduction to organic chemistry, stereochemistry, free radical substitution and electrophilic addition. PREREQUISITE(S): CHE 115 or CHE 133.

CHE 173
MECHANISTIC ORGANIC CHEMISTRY II (FEES) (PREREQ: CHE 171)
Aromaticity and electrophilic and nucleophilic substitution. PREREQUISITE(S): CHE 171.

CHE 175
MECHANISTIC ORGANIC CHEMISTRY III [PREREQ(S): CHE 173] (LAB FEES)
Carbanions and the preparation and reactions of many organic compounds including those of biological interest. PREREQUISITE(S): CHE 173.

CHE 192
MATHEMATICAL METHODS OF CHEMISTRY (CO-REGISTRATION IN CHE 210 REQUIRED)
The course is designed to provide the basic statistical background, computer handling methods, and calculus techniques necessary to perform successfully in Physical Chemistry (including lab) and beyond. (Co-Registration In CHE 210 Required)

CHE 205
QUANTITATIVE ANALYSIS (FEES) (PREREQ: CHE 115 OR CHE 133)
Use of the quantitative nature of chemistry to solve practical problems of analysis in lecture and laboratory. PREREQUISITE(S): CHE 115 or CHE 133.

CHE 207
ANALYTICAL TECHNIQUES (PREREQ: CHE 115 OR CHE 133) (FORMERLY CHE 147)
Lecture and laboratory course involving quantitative chemical analysis. PREREQUISITE(S): CHE 115 or CHE 133. Formerly taught as CHE 147.

CHE 210
PHYSICAL CHEMISTRY I (PREREQ: CHE 115 OR 133, MAT 172) (CO-REQUISITE: CHE 192)
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(S): CHE 115 or CHE 133; Mathematics 172. COREQUISITE: CHE 192

CHE 210
PHYSICAL CHEMISTRY I (PREREQ: CHE 115 OR 133, MAT 172) (CO-REQUISITE: CHE 192)
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(S): CHE 115 or CHE 133; Mathematics 172. COREQUISITE: CHE 192

CHE 211
CHE 211
PHYSICAL CHEMISTRY II  [PREREQ(S): CHE 210 & CHE 127 or CHE 147 or CHE 205 or CHE 207]
Thermodynamics continued; electrochemistry, transport processes and crystal structure. PREREQUISITE(S): CHE 210 and CHE 127 or CHE 147 or CHE 205 or CHE 207.

CHE 215
PHYSICAL CHEMISTRY III  (PREREQ: CHE 211)
Surface chemistry, statistical thermodynamics, kinetics. PREREQUISITE(S):CHE 211.

CHE 240
INTRODUCTORY BIOCHEMISTRY  (PREREQ: CHE 175)
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(S):CHE 175. Offered Spring of Odd-Numbered Years.

CHE 251
LABORATORY PROJECTS IN POLYMER SCIENCE (PREREQ: CHE 175)
Laboratory Projects in Polymer Science. This course involves research projects, syntheses, and characterizations of novel polymers. PREREQUISITE(S): CHE 175.

CHE 261
INSTRUMENTAL ANALYSIS (FEES)  (PREREQ: CHE 215)
Lecture and laboratory course dealing with the use of modern instrumentation in chemical analysis. PREREQUISITE(S): CHE 215.

CHE 265
AIR CHEMISTRY (PREREQ: CHE 127 OR 147)  (OFFERED EVEN-NUMBERED YEARS)
Chemical interactions of air pollutants and our natural gaseous environment. Laboratory: analysis of ambient air pollutants. Offered in Spring quarter of even-numbered years. PREREQUISITE(S): CHE 127 or 147.

CHE 267
WATER CHEMISTRY (PREREQ: CHE 205 OR 207)  (OFFERED EVEN-NUMBERED YEARS)
The chemistry of natural water systems, and the effects of man on the chemistry of those systems. Laboratory: analysis of contiguous waterways. Offered in Autumn quarter of even-numbered years. PREREQUISITE(S): CHE 205 or 207.

CHE 268
TOXICOLOGICAL CHEMICAL HAZARDS  (PREREQ: CHE 127 or 147 and CHE 175)
Biochemical interactions of chemicals in the natural and workplace environments. Offered in Spring quarter of odd-numbered years. PREREQUISITE(S): CHE 127 or 147 and CHE 175.

CHE 269
SOLID WASTE CHEMISTRY(PREREQ: CHE 127 OR 147)  (OFFERED ODD-NUMBERED YEARS) (FEES)
Fundamental chemical processes involved in the processing of solid wastes. Offered in Winter or Spring quarters of odd-numbered years. PREREQUISITE(S): CHE 127 or 147.

CHE 312
QUANTUM CHEMISTRY  (PREREQ: CHE 215)
Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. Offered in Spring of odd-numbered years PREREQUISITE(S): CHE 215. (Cross-listed as CHE 412)

CHE 313
COMPUTATIONAL CHEMISTRY  (PREREQ: CHE 215)
Molecular modeling. Force field, semi-empirical quantum mechanical and ab initio quantum mechanical calculations by computer. Applications emphasized. Offered in Spring of even-numbered years PREREQUISITE(S): CHE 215.

CHE 321
INTERMEDIATE INORGANIC CHEMISTRY (FEES)  (PREREQUISITE: CHE 175 AND CHE 215)
Lecture and laboratory course emphasizing synthesis, structure and reactions of metal ligand compounds of general and biological interest. PREREQUISITE(S): CHE 175 and CHE 215.

CHE 330
SENIOR CAPSTONE IN THE PHYSICAL SCIENCES
Capstone in the Physical Sciences. (Senior Capstone) A course for graduating chemistry and physics majors to integrate physical science experience with non-scientific fields.

CHE 340
BIOCHEMISTRY I (PREREQ: CHE 175)
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(S): CHE 175. Note: 240 is not recommended as a prerequisite.

CHE 341
EXPERIMENTAL BIOCHEMISTRY I (FEES) (CO-REQ: CHE 340)
Covers classical and modern techniques for isolating and characterizing proteins, nucleic acids, and carbohydrates. Two quarter hours. CO-REQUISTE(S): CHE 340

CHE 342
BIOCHEMISTRY II (PREREQ: CHE 340)
Energy metabolism and biosynthetic pathways, with emphasis on their coordinated regulation. PREREQUISITE(S): CHE 340.

CHE 343
EXPERIMENTAL BIOCHEMISTRY II (PREREQ: CHE 341)
Selected experiments in enzymology, cell membrane structure, and in molecular, viral, bacterial and animal genetics. Two quarter hours. Offered by arrangement. PREREQUISITE(S): CHE 341

CHE 344
BIOCHEMISTRY III (PREREQ: CHE 342) (CROSS-LISTED AS CHE 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(S): CHE 342.

CHE 356
SPECTRAL INTERPRETATION (PREREQ: CHE 175 AND CHE 261)
Spectral Interpretation. Organic structure determination through the interpretation of spectral information. PREREQUISITE(S): CHE 175 and CHE 261.

CHE 385
ADVANCED CHEMICAL TECHNIQUES (PREREQ: CONSENT OF CHAIR)
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(S): Consent of chair.

CHE 390
STATISTICAL ANALYSIS OF DATA (PREREQ: CHE 215, MAT 149 or 162)
This course introduces students to statistical methods that can be used in the error analysis of experimental data. Computers are used to apply concepts discussed in lecture to actual data sets. Familiarity with Excel or a modern programming language is required. Offered Winter of Even-Numbers Years. PREREQUISITE(S): CHE 215, MAT 149 or 162.

CHE 392
INTERNSHIP (PREREQ: CONSENT) (EXPERIENTIAL LEARNING)
Experiential learning experience in a government agency, industrial firm, business, or non-profit organization. PREREQUISITE(S): Consent.

CHE 394
SEMINAR (PREREQ: CONSENT)
Formal and/or informal discussions on topical subjects in chemistry. Variable credit. This course may be repeated for credit. PREREQUISITE(S): Consent.

CHE 396
RESEARCH METHODS (PREREQ: CONSENT)
The student will use various forms of information technology (e.g., indexes and databases, journal, Internet, etc.), to write a research paper or a research proposal on a topic. A research proposal must summarize the
rationale for conducting the research, the historical development of the project topic, the materials and methods that will be used to conduct the project, and a timeline for completing the project. Variable credit. PREREQUISITE(S): Consent.

CHE 397
RESEARCH (PREREQ: CONSENT) (EXPERIENTIAL LEARNING)
Experimental exploration of a research topic. The student is expected to gain skills in laboratory techniques and procedures in pursuing answers to a research project. Variable credit. PREREQUISITE(S): Consent.

CHE 398
SENIOR SEMINAR AND THESIS (PREREQ: CONSENT)
The student will choose a faculty mentor and a project. The project may be based on laboratory or library research. The grade for the thesis will be based on the thesis and on a seminar in which the thesis is presented to the chemistry students and faculty. Variable credit. PREREQUISITE(S): Consent.

CHE 399
INDEPENDENT STUDY (PREREQ: CONSENT)
Expanding one's knowledge in chemistry on an informal basis by individual consultation with department faculty. Variable credit. PREREQUISITE(S): Consent.

Chinese

Undergraduate Course Descriptions Chinese

Chinese

CHN 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.

CHN 101
BASIC CHINESE I (COREQ: CHN 100)
Listening to, speaking, reading and writing Chinese in a cultural context for the beginning student. Must be taken with Chinese 100. COREQUISITE(S): CHN 100

CHN 102
BASIC CHINESE II (COREQ: CHN 100)
Continued emphasis on the four skills in culturally-authentic situations. Must be taken with Chinese 100. COREQUISITE(S): CHN 100

CHN 103
BASIC CHINESE III (COREQ: CHN 100)
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. COREQUISITE(S): CHN 100

CHN 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.

CHN 105
INTERMEDIATE CHINESE II
Continuing practice in spoken and written Chinese and further development of reading and listening abilities in an authentic cultural context.
CHN 106
INTERMEDIATE CHINESE III
Developing more fluency in speaking, understanding, reading and writing Chinese with a concomitant heightened awareness of the cultural dimensions of the Chinese language.

CHN 110
INTENSIVE BASIC CHINESE I (FOR PARTICIPANTS IN DAAAO PROGRAM)
An intensive introduction to reading, writing, and speaking Mandarin in a cultural context for the beginning student. For participants in the DAAAO Program.

CHN 111
INTENSIVE BASIC CHINESE II [FOR PARTICIPANTS IN DAAAO PROGRAM]
An intensive introduction to reading, writing, and speaking Mandarin in a cultural context for the beginning student; continues CHN 110. For participants in the DAAAO Program.

CHN 141
INTENSIVE CHINESE
Intensive introduction to Chinese, with emphasis on practical speaking, listening, and reading skills.

CHN 197
SPECIAL TOPICS IN CHINESE
See schedule for current offerings.

CHN 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

CHN 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

CHN 201
ADVANCED CHINESE I
Further work on grammatical principles as well as intensive reading and writing practice.

CHN 202
ADVANCED CHINESE II
Continued emphasis on grammatical principles and further refinement of all four language skills.

CHN 203
ADVANCED CHINESE III
Special emphasis on conversation within the context of all four skills.

CHN 297
SPECIAL TOPICS IN CHINESE
See schedule for current offerings.

CHN 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

CHN 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

CHN 397
SPECIAL TOPICS IN CHINESE
See schedule for current offerings.

CHN 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.
CHN 399
INDEPENDENT STUDY (PREREQ: PERMISSION OF CHAIR AND INSTRUCTOR)
Variable credit. Permission of chair and instructor required

Communication

Undergraduate Course Descriptions Communication

CMN 101
INTRODUCTION TO HUMAN COMMUNICATION
This course provides an introduction to the field of relational, group and organizational communication. Students become acquainted with the basic terms, concepts and theoretical perspectives used to examine communication in dyadic, group and organizational contexts.

CMN 110
INTRODUCTION TO MASS COMMUNICATION (CROSS-LISTED AS ART 179)(FORMERLY CMN 346)
This course offers students a broad overview of the mass media (print, film, video, recorded music, radio, television and the internet) with a particular focus on how these media impact our everyday lives. Students will develop critical frameworks for understanding how power operates across the media spheres of production, circulation, representation and reception. Attention is placed on how the social categories of race, class, gender, sexuality, ethnicity, age and nationality inform each of these media spheres. The course also considers how recent developments in digital technologies, media convergence and globalization have transformed our media culture.

CMN 202
INTRODUCTION TO LINGUISTICS
An overview of the field of linguistics examining topics that include language sounds, meaning, and word and sentence structures. We also explore such topics as historical linguistics and the interaction between language and society.

CMN 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.

CMN 205
COMMUNICATION, CULTURE AND COMMUNITY
Examines the relationships among culture, communication, institutions, and public and private life. Students explore the possibilities and problems of contemporary forms of community through service in community organizations. The course also fulfills the junior year experiential learning requirement through community based service learning.

CMN 206
INTRODUCTION TO FILM HISTORY [A&L] [CROSS-LISTED AS ART 375]
This course studies the origins and rise of film as an art form, an industry, a set of technological practices, and cultural documents. We examine critical historical events that impacted the industry: the emergence of the studio system, the coming of sound, the U.S. depression, the world wars, audience shifts, emergence of other communication media. The course also examines various world film industries and film movements in order to gain a basic understanding of the relationships existing among national media producers. There is a required lab for film viewing.

CMN 207
CMN 207
HISTORY OF CINEMA I, 1895-1945
This course examines the history of cinema as one of the most influential cultural forms of the 20th Century. We will study the aesthetic and technological developments of cinema during its first 50 years, as well as examine the social and economic factors shaping its history. Initially influenced by other art forms (theater, literature, painting) filmmaking quickly acquired its own formal system, language, and traditions. We will trace the changing styles, techniques, content, and methods of filmmaking as an art form, as popular culture, and as an industry. We will consider how cinema is bound to its social context via audience relations, economics, technology, and ideology. The limited scope of this course will cover primarily feature-length, narratives films as the dominant mode of filmmaking, although we will also look at the development of documentary and experimental filmmaking. The class will consist of lectures, screenings, and discussions.

CMN 208
HISTORY OF CINEMA II, 1945-1975
This course covers the continued rise and development of cinema from 1945 to 1975. The course will have a dual focus, looking simultaneously at both the American studio system and international cinemas. This is done to place the dominant American system in dialogue with established and emerging national cinemas during the period. The lectures, screenings, and discussions place equal emphasis on charting the development of cinematic techniques as well as examining the growth of specific national cinemas. In addition, the course surveys international stylistic trends in narrative, documentary, and avant-garde film. Students will acquire a broad understanding of the institutional, social, technological, and aesthetic forces that have shaped the development of cinema during the mid-twentieth century.

CMN 209
HISTORY OF CINEMA III, 1975-PRESENT
This final course in the film history sequence is designed to introduce students to a sense of modern film history and the multiple permutations of cinema around the modern film history and the multiple permutations of cinema around the globe. It presents film history from a global perspective, concentrating primarily on the development of new national and transnational cinemas. The course continues to chart the development of the American studios since the mid-1970s while examining the effects of media consolidation and convergence. Moreover, the course seeks to examine how global cinemas have reacted to and dealt with the formal influence and economic domination of Hollywood filmmaking on international audiences. Class lectures, screenings, and discussions will consider how cinema has changed from a primarily national phenomenon to a transnational form of communication in the 21st century.

CMN 211
INTERPERSONAL COMMUNICATION
An introduction to the factors that shape communication between two people. Topics include self-concept formation, perception, message formation, verbal and nonverbal communication, active listening, and defensiveness. (Relational)

CMN 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. (Group)

CMN 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. Students will be required to present speeches. Background in basic writing and library skills is necessary.

CMN 221
CHRISTIAN PREACHING AS COMMUNICATION (CROSS-LISTED AS CTH 224)
Rooted in Catholic tradition but inclusive of the call for all Christians to proclaim the Good News. This class explores preaching as a graced communication and, in addition to transactional and theological communication theory, examines the preacher's: call, spiritual formation, present mandates and future potentials, scripture study fundamentals and presentational approaches. The course provides opportunities for in-class, on-campus, and off-campus preaching and observation experiences as well as listener feedback and diversity education.

CMN 230
PERFORMANCE OF LITERATURE  (ARTS AND LITERATURE)
PERFORMANCE OF LITERATURE  (ARTS AND LITERATURE)
Introduction to the communication of literature through oral interpretation. Involves critical analyses of selected literary works and preparation for and delivery of short performances.

CMN 240
BROADCAST JOURNALISM (FORMERLY CMN 340) (PREREQ(S): CMN 275 OR INSTR PERMISSION)
An introduction to the preparation and presentation skills needed by broadcast journalists. This is a studio course that will allow the gathering and delivery of news and public affairs programming with the development of the critical competencies students must have if they are considering careers in the profession. PREREQUISITE(S): CMN 275 or Instructors Permission

CMN 244
PRINCIPLES OF ADVERTISING (FORMERLY CMN 344) (PREREQUISITE: CUMULATIVE GPA OF 3.00 OR ABOVE)
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. PREREQUISITE(S): Cumulative GPA of 3.00 or above.

CMN 245
NEWS EDITING (FORMERLY CMN 345) (PREREQ(S): CMN 275 OR CONSENT)
This course introduces students to editing and publishing procedures, including proofreading, copyediting and layout for different types of publications, including newsletters, brochures, periodicals and books. Skills in grammar, punctuation, style, organization, design and headline writing are emphasized along with the editor's role in the ethics of the profession, including questions of libel. Students will understand the editor's central role in the newsroom and the flow of a story from a reporter to the public. (PREREQ(S): CMN 275 or consent)

CMN 251
ORGANIZATIONAL COMMUNICATION (FORMERLY CMN 351)
This course focuses on the role of communication in organizational life. Attention will be devoted to exploring how communication simultaneously shapes and is shaped by organizations. Topics include conflict and mediation, stress and social support, the supervisor-subordinate relationships, workplace diversity, organizational consultation and new communication technologies in organizations. (organizational)

CMN 255
PUBLIC RELATIONS (FORMERLY CMN 355) (PREREQUISITE: CUMULATIVE GPA OF 3.00 OR ABOVE)
The foundational course in the public relations/advertising track traces the development of public relations/advertising industries and practices. Students are introduced to theories and principles in public relations/advertising, along with the roles and responsibilities of professionals working in public relations, advertising and related disciplines. Students examine industry regulations, societal implications, and strategic planning processes associated with public relations/advertising campaign and programs. PREREQUISITE(S): Cumulative GPA of 3.00 or above.

CMN 256
WRITING FOR PUBLIC COMMUNICATION (PREREQ(S): CMN 255 OR CMN 244)
This class provides students the opportunity to apply Public Relations/Advertising theories and principles to the development of media materials. The course familiarizes students with various forms of persuasive writing and requires them to develop a writing portfolio that demonstrates their ability to write for diverse audiences. Assignments include campaign plans, news media kits, speeches, video scripts and more. Prerequisite(s): CMN 255 or CMN 244

CMN 271
INTRODUCTION TO RADIO, TELEVISION, AND FILM
This course introduces the RTF student to the study of the three major divisions of the track. Students will learn the basic concepts of media history, criticism, and production practices within the social, institutional, aesthetic, and technological contexts of each field. The final week of the course will examine media synergies; ways in which current and nascent media technologies and social uses may combine in the 21st Century.

CMN 272
CONCEPTS IN MEDIA DESIGN
This course is the basic introduction to the analysis of structure in film and other media. Students examine creative works of established artists, writers, and filmmakers to discover their own artistic processes. Students conceptualize and develop creative projects and translate these into specific media formats: audio, still photography, small format video, storyboards, poems, plot summaries. Students will produce several short
projects in this course.

CMN 273
FILM/VIDEO AESTHETICS I
Course covers basic concepts and terminology of film and video as forms of art and mass culture. This course covers the aesthetic elements that constitute film and video texts: plot structures, sets, costumes and makeup, acting, lighting, cinematography, editing, and sound. By performing extensive textual analyses, students learn how the interaction of these elements produces meaning. Students also gain basics of how these concepts are practiced in film production. After mastering the aesthetic concepts, students also examine their use in three different modes of film: fiction, documentary, and the avant-garde. There is a required lab for film viewing.

CMN 274
SCREENWRITING I
Building on concepts and techniques introduced in Concepts of Media Design, this course provides an introduction to writing for the screen. Here students explore basic methods of film writing and further develop skills in presenting their film ideas in written form. Students also develop craft skills basic to film and video; research, story development, dialogue, and character definition and voice. The course emphasizes finding visual equivalents for human emotions and developing the writer's individual point of view.

CMN 275
INTRODUCTION TO JOURNALISM
An introduction to the field of 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.

CMN 276
PHOTOJOURNALISM (CROSS-LISTED AS ART 377)
Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes. (Cross-Listed As Art 377)

CMN 279
FEATURE WRITING (FORMERLY CMN 379) (PREREQ(S): CMN 275)
This practicum develops the observational and narrative skills essential to writing feature stories in a variety of journalistic contexts. Students will learn the story telling techniques that emphasize human interest, description and the details of a subject. Instruction will include illustrated lectures, class discussions, writing exercises and critiques. PREREQUISITE(S): CMN 275

CMN 291
RESEARCH METHODS
This course is an introduction to the study of communication through the observation and analysis of empirical (i.e. aspects of the observable world) data. It will stress how to form appropriate questions from the theories (or hunches, dreams etc.) and rigorously test these propositions (quantitatively and qualitatively) to see how well they correspond to the world outside ourselves. An added benefit of the course will be to show how to be a more informed judge of the claims of others. The format of the course is lecture/discussion.

CMN 292
ART AND SOCIAL INTERACTION
Art and Social Interaction

CMN 294
COMMUNICATION INTERNSHIP
Placement of students in business, industry, or not-for-profit general communication internships. Opportunities in advertising, public relations, journalism, radio and television, museums, and philanthropic outreach organizations. Program open to communication majors and minors who meet eligibility requirements.

CMN 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.

CMN 304
MULTICULTURAL COMMUNICATION IN THE U.S.A.
An examination of communication within and between linguistic communities in the United States. Focus will be on the relations between language use and social institutions such as the family, the community, the media, and the educational system.

CMN 305
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 socio-economic status.

CMN 307
TOPICS IN POLITICAL AND SOCIAL DISCOURSE
Examines intensively one or more issues in the Culture and Communication Track. The topics differ each term focusing on a particular area of discourse such as environmental communication, political communication, and sexuality and communication.

CMN 308
TOPICS IN CULTURAL DISCOURSE
Examination of the application of linguistic and rhetorical theories to various specializations in cultural discourse. The course focuses each term on one particular area such as semiotics, language acquisition, or language and power.

CMN 309
INTERNATIONAL/GLOBAL COMMUNICATION
Focuses on the world of international/global news flow and media systems in a comparative manner. Emphasizes changes that have followed the modernization of the media, the impact of globalization on individual countries, attempts to preserve the cultural character of domestic media content in the face of increased amounts of imported products, and the effects of new communication technologies, particularly the Internet.

CMN 310
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.

CMN 311
SPECIAL TOPICS IN INTERPERSONAL/RELATIONAL COMMUNICATION
Topics covered in this course might include: deceptive communication, emotions & communication, gender & its relation to interaction, the "social construction" of interpersonal realities, etc. (Relational)

CMN 313
NONVERBAL COMMUNICATION
This course surveys various conceptual areas generally subsumed under the broad rubric of nonverbal communication. Topics include: physical appearances, gestures, face and eye behavior, vocalics, proxemics, touch, time, environmental contexts as well as application of nonverbal behaviors to specific interpersonal communication contexts. (Relational, Group, Organizational)

CMN 314
FAMILY COMMUNICATION
This course surveys topics relevant to understanding communication phenomena in the setting of the family. Topics include: family systems, patterns, meaning, themes, roles and types, family life cycles, stressors and conflict, changing family forms and contexts. (Relational, Group, Organizational)

CMN 315
HEALTH COMMUNICATION
This course overviews the theory and practice of communication in the health care setting. Topics include the dynamics of doctor-patient interaction and the cursory nature of health care campaigns. (Organizational, Relational)

CMN 318
CLOSE RELATIONSHIPS
This course examines the role of communication in the development, maintenance, and deterioration of romantic attachments. Topics include attraction, intimacy and self-disclosure, attachment beliefs, jealousy, satisfaction, commitment, trust, betrayal, conflict, autonomy, interdependence, etc. (Relational)

CMN 319
RELATIONAL PROBLEMS
This course explores the "dark side" of interpersonal communication by examining the growing literature on the troubling or problematic aspects of close relationships. Topics covered include relational dilemmas, relational control and dominance, hurtful messages, paradoxical communication, social predicaments, relational transgressions, privacy violations, physical abuse, verbal aggression, etc. (Relational)

CMN 321
CULTURAL AND SYMBOLIC CRITICISM
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 a diverse culture.

CMN 322
ADVANCED PUBLIC SPEAKING (PREREQ(S): CMN 220 OR EQUIVALENT)
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(S): CMN 220 or equivalent.

CMN 323
COMMUNICATION AND SOCIAL MOVEMENTS
This course examines the rhetoric of social movements throughout American History. As a rhetoric class, the focus is primarily on the symbolic creation of movements in order to provide background of the political and social events that gave rise to the movement. Using readings from a variety of sources, we will investigate the discursive construction of power as it relates to society and politics. The class will take a case-study approach to examining social movement rhetoric, exploring the discourse that has served to resist oppressive, or perceptively oppressive, systems.

CMN 324
CULTURE OF CONSUMPTION
Introduces students to the critique of our consumer culture. Teaches students how to be critical consumers and understand how to be critical consumers and understand how we consume lifestyles, images, aesthetics, and desire through our shopping patterns. Provides theoretical, observational, and critical tools that allow students to critique patterns of consumption, the production of culture through consumption, and how consumption is a means of communication.

CMN 327
ARGUMENTATION AND DELIBERATION (PREREQ(S): CMN 220)
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. PREREQUISITE(S): CMN 220.

CMN 328
HISTORY OF RHETORIC AND COMMUNICATION
Offers an overview of historical foundations of the communication field. Examines how the formulations of rhetoric by various thinkers derived from cultural, religious, and political contexts shape human consciousness and communication patterns. Students read primary and secondary materials on classical rhetoric and rhetoric of diverse cultures. The course promotes an understanding and appreciation of antiquity and development of ideas over time in relation to current cultural and communicative patterns.

CMN 329
PERSUASION
Explores major theoretical assumptions of current persuasion research. Examines causes and effects of effective and ineffective persuasion. Analyzes persuasive skills and strategies for a variety of persuasion applications, e.g. political, interpersonal, intercultural, and advertising.
CMN 330
TOPICS IN PERFORMANCE
Advanced study in performance focusing on a specific genre each quarter such as: Poetry, Fiction, Nonfiction, Drama or Chamber Theater. Other possibilities include: performing autobiography; life performances; ritual, ceremony, and storytelling; and radio and television performances.

CMN 334
ETHICS IN PUBLIC COMMUNICATION (PREREQ(S): CMN 244 OR CMN 255)
This class explores issues of Public Relations/Advertising from both theoretical and practical perspectives. A focus is on the professional and social responsibilities of Public Relations/Advertising professionals and prevailing norms in public relations, advertising and related disciplines. Students also address issues related to institutional ethical practices. Ethical standards and practices associated with the use of persuasive communication are also addressed. PREREQUISITE(S): CMN 244 or CMN 255

CMN 335
ADVERTISING AND SOCIETY (PREREQ(S): CMN 255 OR CMN 244)
This course challenges students to think critically about the societal effect of public relations and advertising with regard to their roles in the production and maintenance of consumer culture and the formation of public opinion. Students read widely from a body of social criticism that may diminish democracy and endanger our collective public life. This course asks future practitioners to confront the uses and abuses of public relations and advertising, and to understand the negative social consequences that can result. PREREQUISITE(S): CMN 255 OR CMN 244.

CMN 336
FILM AND LITERATURE: VARIABLE TOPICS (PREREQ(S): CMN 206 OR ENG 120)
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(S): CMN 206 or English 120.

CMN 337
PUBLIC COMMUNICATION CAMPAIGNS (PREREQUISITE:(S): CMN 244 or CMN 255)
This class is designed to expose students to the use of public relations and advertising strategies and techniques in a variety of functions, including community relations, employee relations, government relations, and media relations. Through case studies, students examine contemporary examples of successful public relations programs and campaigns and discover how practitioners function as intermediaries between organizations and their publics. PREREQUISITE(S): CMN 244 or CMN 255.

CMN 338
HEALTH AND PUBLIC RELATIONS (PREREQ(S): CMN 244 OR CMN 255)
This course will familiarize students with the major issues/problems in the United States health care system. Students will explore current issues in health policy such as the problem of the uninsured, the rising cost of health care, and the politics of health from a public relations perspective. Each student will be responsible for assuming the role of a public relations director for a health organization in the public or private sector. Prerequisite(s): CMN 244 or CMN 255

CMN 339
RADIO BROADCASTING
The overall objectives of this course are to familiarize students with the radio broadcasting industry, the history of the medium and current issues facing broadcasters. Furthermore, we will discuss matters such as indecency, deregulation, and the many challenges that terrestrial radio is likely to face from Internet and satellite broadcasters. Additionally, we will discuss job responsibilities in the radio industry as well the day-to-day operations at radio stations. Finally, it is expected that students will be well prepared for advanced radio production and radio and television internships as a result of succeeding in this course.

CMN 341
TOPICS IN 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.

CMN 342
HISTORY OF BROADCASTING
A history of radio, television, and cable that examines their relations to other media industries including
programming, economics, industrial structures, audiences, government and industry policies, and social effects. The course includes viewing, analysis and criticism of significant and representative programming.

CMN 343
JOURNALISM AND THE AMERICAN EXPERIENCE  (UP: NORTH AMERICA)
This seminar analyzes the current condition of American print, broadcast and online journalism in light of their historic past. Journalism's social responsibilities and its functioning as a business are examined across major periods of American history-the colonial and revolutionary press, the early Republican and penny press, the Civil War press and the press of industrializing America, the rise of the tabloid press, and the role of the press in reporting the development of the United States as a world power during World War II and in its aftermath will be captured.

CMN 347
MASS MEDIA CRITICISM: VARIABLE TOPICS  [PREREQ(S): CMN 271 OR CONSENT]
This course explores advanced media studies topics, including television and film historiography, theories of media technology, cultural studies, alternative/activist media, gender and race representations, etc. May require a lab for film viewing. PREREQUISITE(S): CMN 271 or Consent.

CMN 348
FILM/TV GENRES: VARIABLE TOPICS (PREREQ(S): CMN 273 or CMN 342 or Inst Permission)
This course offers an historical examination of film or television genres, with a varying focus on one particular genre: film noir, the musical, melodrama, detective film, science fiction film, documentary, comedy, western. The course explores the relationship of genres to general social history. Lab for film viewing required. Prerequisite(s): CMN 273 or CMN 342 or Instructor's permission.

CMN 349
TOPICS IN FILM HISTORY  [PREQ(S): CMN 206 OR DC 206 OR ART 375 OR CMN 271 OR CMN 342 OR CONSENT]
Examination of a particular era of film history or national cinema, film movements, or moments in social history and their relationship to film production. Topics currently in rotation include American Films of the 1930s, War and Film, History of French Film, New German Cinema, feminist film, etc. Lab for film viewing required. PREREQUISITE(S): CMN 271 or CMN 206 or DC 206 or ART 375 or CMN 342 or consent.

CMN 350
COMMUNICATION AND SOCIALIZATION IN WORK
Examines how human beings move through the world of work, paying particular attention to the role communication plays in this process. Influences that help shape people's perceptions of work during youth and adolescence are reviewed, as are those that help individuals develop expectations about life in particular organizations prior to entry. In addition, the class focuses on new hire adjustment, the processes by which "rookies" gradually become "veterans" in the workplace, and covers voluntary and involuntary retirement. (Organizational)

CMN 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. (Organizational)

CMN 353
COMMUNICATION AND ORGANIZATIONAL CHANGE
Explores the impact of change on the day to day work experience of organizational members. How culture, management philosophy and individual performances are influenced by change. Political, symbolic interactional, and human resource perspectives are explored. (Organizational)

CMN 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 relevant legislation. (Organizational)

CMN 356
ADVERTISING DESIGN  (CROSS-LISTED AS ART 363)
Explores the function and practice of design in advertising through team projects. Application of design
CMN 357
SPECIAL TOPICS: ORGANIZATIONAL COMMUNICATION
Topics covered in this course might include: communication and customer service, assessment and intervention in organizations, comparative management, democratic participation in organizations, gender in the workplace, etc.

CMN 358
LEADERSHIP AND TEAM BUILDING
This course will introduce the student to the theory and practice of self-managed work teams. This approach to group dynamics has many short term and long term benefits, such as solving problems across organizational boundaries or in changing the nature of work and supervision itself. (Group, Organizational)

CMN 360
RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY
This course surveys relevant theoretical developments in the field of communication. While exploring the major theoretical paradigms that inform and guide the study of human communication, students receive insight into the significance and meaning of their own day-to-day communication activities and discover how theories provide complementary and viable explanations for analyzing as well as assessing the impact of communication in relational, group and organizational contexts. (Core)

CMN 361
GENDER AND COMMUNICATION (SELF, SOCIETY AND THE MODERN WORLD)
A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, gender social movements, and perceptions of the sexes generated through language and communication.

CMN 362
THE PRESS AND THE PRESIDENCY
This seminar describes the current and historic relationship between the mass media and the American presidency, focusing on the connections between press coverage to agenda-setting and public opinion in presidential campaigns. Students will analyze conditions in which press-presidential relations are cooperative or adversarial, including the market forces that have shaped that relationship and the news values that have reinforced it.

CMN 363
ON LINE JOURNALISM (PREREQ(S): CMN 275)
The opportunities and challenges faced by journalists in the on line world are the focus of this course. Course content includes the impact of speed on reliability and the tension between a journalist's public service responsibility and its commercial reality. Also analyzed are the unique design and presentational problems faced by on line journalists and editors. Prerequisite(s): CMN 275

CMN 364
INVESTIGATIVE REPORTING [PREREQ(S): CMN 275]
The course will include discussions and reporting projects that will analyze how investigative story ideas are developed, how decisions are made in the selection and development of investigative stories: how public records and other sources of information are obtained and used in investigative reporting: ethical dilemmas; and the impact of investigative journalism on public opinion and policy with a particular focus on issues of race, diversity and urban affairs. Prerequisite(s): CMN 275

CMN 365
TELEVISION NEWS (PREREQUISITE: CMN 275)
This is a course in electronic newsgathering. Student teams will shoot and edit stand up news packages. To do this, students will learn the basic elements in developing a broadcast news story--from originating the story idea, researching it, illustrating it, doing interviews, and then packaging the story for air. Prerequisite: CMN 275

CMN 366
COMMUNICATION, TECHNOLOGY AND SOCIETY
Survey of a variety of contemporary and historical issues related to the introduction and diffusion of communication technologies in society. Especially examines how new technologies, particularly the Internet, are transforming the communication landscape. Emphasis on issues of intellectual property, surveillance,
privacy, regulation, message construction, and access will be a central component of the course.

CMN 367
PERFORMANCE FOR SOCIAL CHANGE (PREREQ(S): CMN 230 OR INSTRUCTOR PERMISSION)
This is an experiential field experience that examines the role of performance in social activism. Student projects will identify a social issue of critical concerns and devise a performative response. Prerequisite(s): CMN 230 or permission of instructor.

CMN 371
FILM/PRODUCTION VIDEO I (CROSS-LISTED AS ART 226) (LAB FEE)
As a beginning in film expression, this course deals with the grammar and construction of film through editing materials and through learning simple scripting and storyboarding. Use of a light meter and motion picture camera is taught, and students shoot projects of increasing complexity while learning to use the medium to tell a film story.

CMN 372
FILM/VIDEO PRODUCTION II [PREREQ(S): CMN 371 OR CONSENT] (LAB FEE)
Continued training in the use of small format video equipment. This course covers microphones, sound mixing and editing, lighting and special effects. It also covers the role of director and his/her collaboration with actors. Students work to create a more elaborate ten to fifteen minute narrative film. PREREQUISITE(S): CMN 371 or Consent. Laboratory Fee

CMN 373
AUDIO DOCUMENTARY
Course uses hands-on projects to explore each step in the process of documentary filmmaking. Inherent to the study are technical considerations, such as lighting and hand-held spontaneous camera work in cinema verite' style. Students will learn to discover and create the complex structure of a documentary through editing.

CMN 374
COMMUNITY JOURNALISM [PREREQ(S): CMN 275 OR INSTRUCTOR'S PERMISSION]
Students will examine the work of major news chains that have begun experimenting with local coverage patterns that are informed by community leaders and community organizations identifying what matters in their community. Supporters of this approach claim it is the future for news organizations attempting to fulfill their social responsibility. Critics claim it undermines the independence of the press. PREREQUISITE(S): CMN 275 or Instructor's Permission

CMN 375
COMMUNICATION LAW
This course is designed to provide students with an introduction to the portions of U.S. Law that define the scope of First Amendment protection for communication activities. The goal of the course is to help students understand legal issues important to professionals in the media-related fields of advertising, journalism, public relations and other communication specialties. The course helps students understand both their rights to communicate in political and commercial environments and the restrictions permitted on certain communication activities.

CMN 376
WRITING IN THE PROFESSIONS (CROSS-LISTED AS ENG 301 & MLS 459)
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. (cross-Listed As ENG 301 & MLS 459)

CMN 377
JOURNALISM: VARIABLE TOPICS [PREREQ(S): CMN 275 OR INSTRUCTOR’S PERMISSION]
Focuses on a specific topic related to the field of journalism. Included might be such topics as sports reporting, Chicago journalism, tabloid journalism, and Front Page news. See schedule for description of current topic. PREREQUISITE(S): CMN 275 OR INSTRUCTOR’S PERMISSION

CMN 378
ADVANCED REPORTING
This course is designed to go beyond the inverted pyramid of basic news writing and focus on some of the sophisticated news gathering techniques used by journalists. Story generation techniques will be examined along with interviewing techniques. The course will also explore how databases and documents can enhance a story, including the use of surveys, field experiments and participant observation. PREREQUISITE: CMN 275.
CMN 380
SEXUAL REPRESENTATION IN ADVERTISING
This course primarily examines how female bodies are portrayed in advertising and considers the effects of these portrayals on women's health, self-esteem and status in society. Students examine current print and broadcast advertisements to discover the ways that women are narrowly defined and sexualized for the purpose of selling products. Course readings examine the role of advertising in shaping attitudes and perceptions, and discuss the messages that mainstream media, particularly advertising, send girls and women about sexuality, body image and what it means to be female.

CMN 386
RADIO PRODUCTION II [PREREQUISITE(S): CMN 339 OR CONSENT]
This course builds upon CMN 339 and gives the students both enhanced skills and production experience in producing specific radio formats. Course emphasizes writing, production, and critical study of contemporary trends in formats. Prerequisite(s): CMN 339 or Consent.

CMN 387
FILM AND VIDEO AESTHETICS II [PREREQ(S): CMN 273 OR CMN 271 OR DC 273 OR CONSENT]
This course builds upon Film and Aesthetics by deepening the student's understanding of film form by studying compositional factors and narrative structures of non-mainstream cinema. Study of representative international art film movements, as well as documentary and avant-garde film movements provide the student with a chance to increase their knowledge of aesthetics, and practical work in editing, lighting, basic camera allows them a chance to apply aesthetics and develop a unique artistic vision. Prerequisite(s): CMN 273 or CMN 271 or DC 273 or Consent.

CMN 388
DIRECTING FOR FILM/VIDEO
Course begins study of the basic relationship between actor, text, and director, then expands to include directorial use of storyboards, camera plots, brackets, and shooting scripts as tools for camera placement. Emphasis is on development of director's camera placement and breakdowns, beat analysis, rehearsal techniques, and casting. Addresses narrative and non-narrative forms.

CMN 389
DIGITAL EDITING
This course allows advanced students to develop a deeper understanding of professional editing software packages, and how such advanced post-production techniques can enable them to express their artistic vision in a more sophisticated media project.

CMN 391
SPECIAL TOPICS
See schedules for current offerings.

CMN 393
COMMUNICATION PRACTICUM (PREREQUISITE: PERMISSION)
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(S): Instructor's permission.

CMN 394
ADVANCED COMMUNICATION INTERNSHIP
Placement of students in business, industry, or not-for-profit track specific internships. Opportunities in advertising, public relations, journalism, radio and television, museums and philanthropic outreach organizations. Program open to communication majors and minors who meet eligibility requirements.

CMN 396
CAPSTONE IN COMMUNICATION (PREREQ(S): SENIOR STANDING)
Making a difference: Communication Senior Capstone. Exploration of student skills, knowledge and interests, as well as how these might have a concrete contribution to contemporary society. PREREQUISITE(S): Senior Standing

CMN 399
INDEPENDENT STUDY (PREREQUISITE: WRITTEN PERMISSION)
(Written permission of supervising faculty member and of the departmental chair is necessary before
Community Service Studies

CSS 101
CATHOLIC SOCIAL TEACHING AND REFLECTION
CCS 101 is a mandatory year-long course sequence for all students serving as tutors at San Miguel schools and Visitation Catholic Elementary through the Stean's Center Catholic Schools Initiative. Utilizing the pastoral cycle of "See, Judge, and Act" within the Catholic Social tradition, students will critically reflect on their tutoring experience as it relates to local economic, cultural and political issues surrounding the Englewood and Back of the Yards neighborhoods. In addition they will explore a variety of domestic and global justice issues through the lens of Catholic Social Teaching. Through this hermeneutic, they will gain a familiarity with terms and concepts to more thoroughly analyze and critique social systems. The students will also learn more about the Dominican and LaSallian charism towards marginalized social systems and reflect on their own personal responsibility as members of a community bound to their religious mission. As a service-enhanced course, students will actively engage in critical reflection and dialogue on their tutoring experience through the use of readings, videos, guest speakers, group projects/presentations, and designated field trips to related organizations. Variable credit.

CSS 201
PERSPECTIVES ON COMMUNITY SERVICE  [JRYR]
This course explores the relationship between social justice movements and non-profit organizations in the U.S. by providing a structure within which students can learn about issues and theory and the organizational settings in which they are serving.

CSS 300
INTRODUCTION TO NON-PROFIT MANAGEMENT
This course provides students with an understanding of the functioning of the organizations that conduct the vital work of the non-profit sector. Students will complete the course with the knowledge base to be effective program managers and board members in these organizations.

CSS 395
COMMUNITY INTERNSHIP
Community Internship exposes students to career potentials in non-profit and government agencies through an intensive internship experience in a community organization.

CSS 399
INDEPENDENT STUDY (PREREQ(S): PERMISSION)
Independent study. Enrollment by instructor and/or with approval by program director. Variable credit.

Comp, Info and Network Security

Comp, Info and Network Security
CNS 228
LEGAL, ETHICAL AND SOCIAL ISSUES IN INFORMATION SECURITY (FORMERLY CNS 330)
This course is designed to acquaint students with electronic privacy, security and ethics. Students will gain an understanding of information ethics, existing and emerging cyber-laws, organizational liability issues, and explore several Code of Ethics. Students will learn about real and potential security issues, steps that can be taken to create environments of trust, how to evaluate the strengths and weaknesses of a firm's information resource environment, and risk management and operation feasibility issues. PREREQUISITE(S): None.

CNS 320
COMPUTER FORENSIC AND INCIDENT RESPONSE
Introduction to the topics of computer forensic, computer crimes, response to security incidents, Cybercrime investigation and prosecution. Students will learn how an organization can setup a security response team, prepare for Security incidents and manage these incidents. PREREQUISITE(S): (CSC212 or CSC224) and (CSC373 or CSC383)

CNS 340
FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CSC390)
This course is a survey of the fundamental elements of computer security and information assurance. Topics may include confidentiality, integrity, and availability; security policies; authentication; access control; risk management; threat and vulnerability assessment; common attack/defense methods; ethical issues. PREREQUISITE(S): CSC 212 or CSC 262

CNS 394
INFORMATION SYSTEMS SECURITY ENGINEERING I
This course requires students to apply Information System Security Engineering methods and processes to design, document and implement comprehensive security infrastructures in realistic scenarios. Students will work in teams through the entire life cycle of a Security infrastructure project from needs discovery, threat assessment, architecture design, implementation, effectiveness assessment and auditing. The course is designed to span two quarters. In this first quarter, student will learn the Information Systems Security Engineering process and performs asset identification, threat assessment and system requirement specification. PREREQUISITE(S): CNS 340 and Senior standing.

CNS 395
INFORMATION SYSTEMS SECURITY ENGINEERING II
This senior project capstone course requires students to apply Information System Security Engineering methods and processes to perform the design and implementation of Information Systems Security infrastructures. The human and sociological impacts of Information Security will be studied with a particular focus on privacy issues, ethical use of Security tools and cultural and legal difference that exist in a globally connected but diverse world. PREREQUISITE(S): CNS 394

CNS 397
TOPICS IN COMPUTER, INFORMATION AND NETWORK SECURITY
May be repeated for credit.

CNS 399
INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Consent of dean.

Comparative Literature
EPIC AND ROMANCE
Study of examples of heroic literature from a variety of cultures, including Western and non-Western civilizations.

CPL 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.).

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 311
REVOLUTIONARY LITERATURE
Study of revolutionary literature in any of its manifestations and genres in specific areas and periods.

CPL 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.).

CPL 313
FEMINIST LITERATURE
Cross-cultural synchronic or diachronic study of feminist literature.

CPL 319
TOPICS IN COMPARATIVE LITERATURE
Selected topics on any theme from comparative literature.

CPL 355
CONTEMPORARY CRITICISM (CROSS-LISTED AS MOL 355)
An overview of contemporary criticism from Russian formalism to post-modernism.

Composition

Undergraduate Course Descriptions Composition

Composition
COM 300
ORCHESTRATION I (PREREQ: MUS 230)
(4 credits) Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestral studies of representative works from various periods; arrangements for orchestral ensembles. PREREQUISITE(S): Successful completion of MUS 230.

COM 301
16TH CENTURY COUNTERPOINT (PREREQ: MUS 230)
(4 credits) 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. PREREQUISITE(S): Successful completion of MUS 230, but transfer students may be exceptions.

COM 302
18TH CENTURY COUNTERPOINT (PREREQ: MUS 230)
(4 credits) Contrapuntal techniques of Bach and Handel; analysis, composition, and in-class performances of solo and ensemble works in the style. PREREQUISITE(S): Successful completion of MUS 230, but transfer students may be exceptions.

COM 303
20TH CENTURY COUNTERPOINT (PREREQ: MUS 230)
(4 credits) Exploration of new contrapuntal techniques; analysis of selected compositions from the 20th-century, including works of Ives, Schönberg, Webern, Bartok, Hindemith and others as well as music of very recent times. PREREQUISITE(S): Successful completion of MUS 230.

COM 304
ANALYTICAL TECHNIQUES (PREREQ: MUS 230)
(4 credits) 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(S): Successful completion of MUS 230.

COM 305
ANALYTICAL STUDIES (PREREQ: MUS 230 FOR UNDERGRADUATES)
(4 credits) Use of various analytical techniques for detailed studies of selected compositions. PREREQUISITE(S): Successful completion of MUS 230 for Undergraduates; no prerequisite for Graduate Music Students.

COM 306
INTRODUCTION TO ELECTRONIC MUSIC (PREREQUISITE: MUS 230)
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(S): Successful completion of MUS 230 or consent of instructor.

COM 307
COMPOSITION I (PREREQ): MUS 230
(3 credits) Exploration of twentieth century compositional techniques; course activities may include analytical assignments as well as creative projects. The start of a two year sequence of composition courses required for the composition major. PREREQUISITE(S): Successful completion of MUS 230.

COM 308
COMPOSITION II (PREREQ): COM 307
(3 credits) Continuation of COM 307. PREREQUISITE(S): Successful completion of COM 307.

COM 309
COMPOSITION III (PREREQUISITE): COM 308
(3 credits) Continuation of COM 308. PREREQUISITE(S): Successful completion of COM 308.

COM 310
COMPOSITION IV (PREREQ: COM 309)
(4 credits) Advanced composition and analysis of new trends in representative compositions; development of plans for and initial work on individual senior composition project. PREREQUISITE(S): Successful completion of COM 309.

COM 311
COMPOSITION V (PREREQ: COM 310)
(4 credits) Continuation of COM 310. Continued work on senior project. PREREQUISITE(S): Successful completion of COM 310.

COM 312
COMPOSITION VI (PREREQ: COM 311)
(4 credits) Completion of senior project. PREREQUISITE(S): Successful completion of COM 311.

COM 315
COMPOSITION
Exploration of twentieth century techniques through creative projects and possible analytical assignments. Projects are designed to lead to the completion of compositions for a variety of performance media, culminating in the senior composition project.

COM 320
ORCHESTRATION II (PREREQ: COM 300)

COM 326
ELECTRO-ACOUSTIC MUSIC I
(4 credits) Introduction to the history and literature of electro-acoustic music. Introduction to electronic tools and techniques, including MIDI sequencing, timbral manipulation, and digital sampling.

COM 327
ELECTRO-ACOUSTIC MUSIC II (PREREQ: COM 326)
(4 credits) Introduction to digital video and multimedia composition and delivery. Further study in the history, literature, and analysis of electro-acoustic music. PREREQUISITE(S): COM 326.

COM 398
INDEPENDENT STUDY
INDEPENDENT STUDY

Computer Graphics and Motion Technology

Undergraduate Course Descriptions - Computer Graphics and Motion Technology

**Computer Graphics and Motion Technology**

**GPH 201**
PROGRAMMING IN C/C++ FOR SCIENTIFIC, GAMING AND COMPUTER GRAPHICS APPLICATIONS
This is an introductory course in computer programming covering basic data types, functions and parameter passing, loops and decisions, arrays and pointers, using pointers to pass parameters by reference, strings and the C string library, I/O using the C standard I/O library, user defined data types. Examples in this course will concentrate on basic algorithms for manipulating data and using a simple library of graphics functions to display data and manipulate simple graphical objects interactively. PREREQUISITE: MAT 131

**GPH 202**
ADVANCED PROGRAMMING IN C/C++ FOR SCIENTIFIC, GAMING AND COMPUTER GRAPHICS APPLICATIONS
This course expands on GPH 201 covering issues of memory management, system calls and user defined data types. Topics include making system calls, objects as a way to combine data and methods, encapsulation and dynamic memory allocation. Prerequisite: GPH 201 and (MAT 150 or BMS 126)

**GPH 203**
OBJECT ORIENTED PROGRAMMING IN C++
This course covers more advanced topics in data structures, algorithms and object oriented programming in C++. Topics include trees, recursion and traversing trees, balancing, graphs, hash tables. Principles of object
oriented design including encapsulation, inheritance and polymorphism. More advanced topics in memory management and allocation such as stacks, heaps and memory pools. Optional topics, as time allows will include: run-time type checking, performance optimization and templates. Prerequisite: GPH 202

GPH 205
HISTORICAL FOUNDATIONS OF VISUAL TECHNOLOGY
This course is a survey of the development, application and meaning of visual technologies in a wide range of world cultures from pre-history to the present. It traces the unique intersection of mathematics and physical culture that marks design science, as it has been realized in a variety of human societies. The course includes works of art that emphasize those mathematical and geometric elements that are antecedent to contemporary graphic technology.

GPH 211
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS I
An introduction to the visual, non-verbal principles incorporated in the effective presentation of on-screen environments. This course emphasizes the use of two-dimensional elements and their organization.

GPH 212
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS II
Further experience with the visual, non-verbal principles incorporated in effective presentation of on-screen environments. This course emphasizes the use of three-dimensional elements, spaces and their organization. PREREQUISITE(S): ART 105, GPH 211 or HCI 402.

GPH 213
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS III
An introduction to the visual and communication principles for the structure and organization of time-based digital environments. Introduction to standard 2D animation software applications. PREREQUISITE: GPH 211 or equivalent.

GPH 250
DIGITAL MODELING I
Introduction to 3D object modeling with an emphasis on visual applications and prototype design. Students will work with basic spatial operations in surface modeling and CAD interfaces and will produce an original object from pattern with computer-aided manufacture. Prerequisite: GPH 212

GPH 255
HAND PROTOTYPING FOR GRAPHIC VISUALIZATION
Paper prototyping techniques for pre-screen image design including form rendering, rapid visualization, descriptive geometry, and iconographic diagramming. Students will work from initial sketch versions through client presentation. PREREQUISITE(S): ART 106 and GPH 211

GPH 259
DESIGN GEOMETRY
(Cross-listed with ART 295) An historical and practical introduction to the visual applications of geometry. This CAD-based survey covers constructive geometry, surface symmetry, projective geometry, polyhedrons and spheroids through the discussion of historical precedents and practicum exercises.

GPH 321
Computer Graphics Development I
This course presents the fundamental mathematical foundations of graphics including an introduction to the basic geometric constructions of points, vectors, transformations, matrices and homogeneous coordinates. The course will explore applications of these mathematical techniques to rendering 3D scenes and lighting and shading surfaces in 3D. Advanced topics will include several key techniques from computational geometry such as the computation of object intersections and applications to rendering 3D scenes and object collisions. The focus of this course is on building the software from scratch rather than using a graphics application programming interface (API) so that students will gain a deeper understanding of the techniques they will be using in later courses through an API such as OpenGL or Direct3D. Prerequisites: CSC 393, MAT 150

GPH 325
SURVEY OF COMPUTER GRAPHICS
(Formerly GPH 371) A survey of basic 3D techniques, including interaction of light and color. The relationship between visual effect and geometry. Visual effects of rendering, texturing and lighting algorithms.
Procedurally based modeling and an introduction to procedural animation techniques. PREREQUISITE(S): CSC 212 or CSC 262.

GPH 329
COMPUTER GRAPHICS DEVELOPMENT II
(Formerly CSC 329) Basic graphics architecture. Coordinate systems. Three-dimensional representations and transformations. Simple visible-surface algorithms. Introduction to illumination. Gouraud and Phong shading. Antialiasing. Texture mapping and elements of animation. Students create a graphics package using a high-level graphics API such as OpenGL. PREREQUISITE(S): GPH 321 or(CSC 393 and either MAT 220 or MAT 262)

GPH 336
SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION

GPH 338
SURVEY OF 3-D ANIMATION
(Formerly titled Computer Animation Survey). Use of a commercially-based animation package for the purpose of communicating a narrative or visual information. Animation of transformations, deformations, cameras, and lights. Forward / inverse kinematics for character rigging. Prerequisites: ANI 201 and either GPH 325 or GPH 250.

GPH 339
ADVANCED RENDERING TECHNIQUES
Texture and environment mapping. Shadows. Ray tracing. Radiosity. Advanced illumination models. Elements of animation. PREREQUISITE(S): (CSC 212 or CSC 262) and (GPH 325 or GPH 329)

GPH 340
PROCEDURAL SHADING
Procedural pattern generation, creating patterns such as marble and wood with noise, moving beyond the Phong Illumination model. Gaussian distributions and the Ward anisotropic model, BRDFs. Non-photorealistic rendering techniques such as "toon" shading and painterly techniques. PREREQUISITE(S): GPH 339

GPH 341
ADVANCED LIGHTING TECHNIQUES
Simple local models such as Phong, extensions to Phong (HDRI), ray-traced lighting and shadows, soft shadow generation using shadow maps, radiosity for producing ambient lighting and photon mapping for calculating realistic refracted light. Theory, lighting features supported, efficiency, and practical considerations for choosing the model in production. PREREQUISITE(S): GPH 339

GPH 346
SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION

GPH 348
RIGGING FOR ANIMATION
Readying 3D characters and other models for animation. Skeleton chains, joint orientations, and degrees of freedom. IK solvers, including single chains, rotation and splines. Methods for computing weights for skinning body and face, including semi-automated approaches. Considerations for mechanical objects, animals and low-polygon models. PREREQUISITE(S): GPH 338 or ANI 201

GPH 350
DIGITAL MODELING II
Advanced experience in object modeling and prototype design. Students will work with more sophisticated form relationships, reverse engineering and textures, and will produce an original object from slicing with computer-aided manufacture. PREREQUISITE(S): GPH 250.

GPH 360
MODELING SPACES
The digital design and modeling of environmental spaces with attention to human use parameters.
PREREQUISITE(S): GPH 250.

GPH 372
PRINCIPLES OF COMPUTER ANIMATION
(Formerly CSC 372) This course will cover a range of topics in introductory 3D Computer Animation. Topics covered will include key framing, interpolation, hierarchies, inverse kinematics, particle systems, and the basics of physically based simulation and modeling. PREREQUISITE(S): GPH329.

GPH 374
COMPUTER GAMES
(Formerly CSC 374) (Cross-listed with CSC 574) Concept and character development, storyboarding, prototyping, testing and implementation. Interaction techniques. Optimization of lighting and texturing. Discussion of relevant hardware and peripherals. PREREQUISITE(S): GPH 329.

GPH 375
ADVANCED GRAPHICS DEVELOPMENT
(Formerly CSC 375) Survey of standards and current modular technology for 2D and 3D graphics software development. Use of software development toolkits to create "plug-ins" and other modularly organized functionality enhancements for selected commercially available graphics packages. PREREQUISITE(S): GPH 329 or permission of instructor.

GPH 376
ARTIFICIAL INTELLIGENCE IN COMPUTER GAMES
The course introduces Artificial Intelligence (AI) topics applied to computer games. No previous knowledge of AI will be assumed. The course concentrates of development of applications that guide game objects in 2D (3D) space. Basic AI architectures and techniques are introduced. Implementation of a game AI engine will be discussed. PREREQUISITE(S): GPH 374.

GPH 380
VISUALIZATION
An in depth introduction to a wide range of visualization techniques focusing on medical and scientific applications. Introduction to programming using a visualization package, use of color for feature extraction and enhancement, false color mapping techniques, reconstruction techniques, isosurface generation, stream lines and ribbons, spatial set operations and projections of higher-dimensional data sets. Prerequisites: CSC 212, GPH 371

GPH 387
FORENSIC ANIMATION
Techniques and issues in forensic animation. Application of modeling and rendering to the recreation of time-based events for legal purposes. Survey of research and interview techniques. Demonstrative recreation and physically-based recreation. Issues of accuracy, verficiation, certification and ethics. Students research and recreate an event with forensic value. Possible project areas include motor vehicle incidents, aviation events, product liability, medicine, and trademark infringement. Prerequisites: GPH 338 or ANI 231

GPH 388
Production Pipeline Techniques
An essential aspect of CGI is the skill to effectively manage data for an entire show, and to know how to monitor renders and image processes with the end result of assembling the finished animation. Students taking this course will gain hands-on experience in render queue management, automated file/image processing and manipulation, disk resource management, data archiving, conversion of outside vendor media and scripting tools to automatic common tasks and improve workflow. Students will work in teams to complete large-scale asset management and rendering projects. Prerequisites: CSC 212 or CSC 262

GPH 389
REAL-TIME GRAPHICS TECHNIQUES
This course will cover the basic algorithms and techniques used in today's real-time graphics systems. Topics will include the following: an introduction to computational geometry including computation with polygonal meshes. Alternate scene representations for efficient geometry culling, including BSP trees and oct-trees. Bounding volume hierarchies, box-trees and R-trees, and application to geometry culling. Programmable graphics hardware and its applications to geometric deformations and surface rendering. PREREQUISITE(S): GPH 329

GPH 390
TOPICS IN GRAPHICS
Description: May be repeated for credit. PREREQUISITE(S): Permission of Instructor

GPH 395
COMPUTER GRAPHICS SENIOR PROJECT
A group project involving analysis, design, creation, implementation and testing of a large project such as an animation, an interactive multimedia presentation or a video game. Portfolio creation and critique. Discussion of strategies for graduate school and the job market. PREREQUISITE(S): GPH 338 or GPH 372.

GPH 399
INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Consent of dean.

REC 200
INTRODUCTION TO SOUND RECORDING TECHNOLOGY (PREREQ: SCHOOL OF MUSIC STUDENTS ONLY)
(2 credits) PREREQUISITE(S): Open only to School of Music students.

Computer Science

CSC 200
SURVEY OF COMPUTING
An introduction of various careers in the field of information technology are explored. A hands-on component will deal with state of the art personal computer operating systems, applications, databases, systems, Internet, email, and basic web site construction. The structure of the course utilizes both classroom lectures and computer classroom labs. This course is geared towards the non-major and assumes no prior knowledge or experience in Computer Science.

CSC 202
DISCRETE STRUCTURES FOR COMPUTER SCIENCE
This course introduces basic mathematical tools essential for solving problems in computer science. The mathematical topics are presented through their applications in computer science: logic and set theory in the context of relational databases, arithmetic, number theory, and algebra through cryptography; graph theory and discrete structures through puzzles and games. Optional subjects include fractals (recursion and rewriting systems), computer graphics (linear algebra), and Artificial Intelligence (first-order logic). PREREQUISITE(S): NONE

CSC 208
THE COMPUTER AND SOCIAL RESPONSIBILITY
This course will research the impact technology has had in various areas of our lives, the new responsibilities technology presents, and our ability to deal with these changes in an ethical manner. Students will employ ethical frameworks, which integrates computer science and ethics, to develop the skills required to examine different sets of assumptions and question them.

CSC 210
INTRODUCTION TO COMPUTING
Note: This course is no longer offered. Brief history of computers, binary numbers, data representation, machine architecture concepts, algorithm development in pseudo code and in a high level language, including branching, looping, parameter passing, and arrays. PREREQUISITE(S): MAT101 or Math placement

CSC 211
PROGRAMMING IN JAVA I
Introduction to programming in Java and problem solving. Variables, data types, input/output, using objects and methods from the standard classes (such as String and Scanner), control structures, writing methods,
arrays. Solving problems with algorithms and implementing algorithms in Java. PREREQUISITÉ(S): NONE.

CSC 212
PROGRAMMING IN JAVA II

CSC 223
THE IMPACT OF COMPUTING TECHNOLOGY ON OUR LIVES
This course will introduce students to an overview of social analysis techniques and the theories of social change. These tools will be used to explore social impact issues of computing technology. Counts for Liberal Studies SSMW credit.

CSC 224
JAVA FOR PROGRAMMERS
Object-oriented programming using Java for students that already know how to program. Students will learn how to design, code and test multi-class Java programs. Topics covered include: Variables, Operators, Arrays, Classes, Inheritance, Abstract classes, Interfaces, Inner classes, Exception Handling, File I/O, User Interfaces, and Event Handling. PRÉREQUISITE(S): Experience in at least one high-level programming language.

CSC 231
BASIC COMPUTATION FOR BIOLOGY
This course is an introduction to the art of computational modeling of biological phenomena. It is primarily concerned with teaching basic skills needed to model a well-defined subset of our Universe. Modeling software like Matlab and spreadsheets will be the primary tools and no programming experience will be needed. (Other specialized software may be introduced and used as is economically feasible.) An important component of this course will be field trips to modern science and computational labs to ground students' knowledge in the phenomena being modeled and the art of modeling. PREREQUISITE(S): One quarter of Calculus or Graduate standing.

CSC 233
CODES AND CIPHERS
This course is an introduction to the science and history of secret writing (cryptography) and how codes and ciphers can be broken (cryptanalysis). In historical settings we will encounter the main ideas and methods devised to secure communication channels. Possible topics include: substitution ciphers, transposition ciphers, the Vigenere cipher, statistical methods in cryptanalysis, public-key cryptography, and quantum cryptography. PRÉREQUISITE: ISP 120.

CSC 235
PROBLEM SOLVING
How do you solve a problem? In this course we discuss different problem solving techniques and strategies such as modeling, establishing subgoals, and searching and pruning. The techniques will be presented as part of a theoretical framework, but there will be significant emphasis on solving problems in familiar domains such as games, newspaper articles, philosophy, and simple geometry and logic. At the end of the course, students will have built a repertoire of problem solving tools that will allow them to make an informed choice of approach towards new problems.

CSC 239
PERSONAL COMPUTING
Students will learn how to develop Excel workbooks for computing elementary statistics and compute simple statistical inference (confidence intervals, hypothesis testing and linear regression models) using the data analysis toolkit. A variety of statistical, mathematical, logical, and text functions in Excel as well as the Excel Chart and Data features will be presented. Further, students will gain an introduction to web publishing, as the world wide web currently offers fast access to a huge audience for the presentation of research results. PREREQUISITE(S): Students are assumed to be familiar with Windows. MAT 130 or equivalent, SI: QUANTITATIVE.

CSC 241
INTRODUCTION TO COMPUTER SCIENCE I
An introduction to problem solving, algorithms and structured programming using a higher-level programming language. The course will focus on skills for developing algorithms, and for writing and debugging programs.
Students will learn how and when to use loops, conditionals, and functional abstractions in the context of problems motivated by real world applications. PREREQUISITE: MAT 130 or Mathematics Diagnostic Test placement into MAT 140.

CSC 242
INTRODUCTION TO COMPUTER SCIENCE II
An intermediate course in problem solving, algorithms and programming. Programming skills are further strengthened through more complex and larger programming assignments. The assignments will also be used to introduce different Computer Science areas (e.g. a Client/Server application for the Distributed Systems area). Classes and object oriented programming are motivated and introduced. PREREQUISITE: CSC241

CSC 250
COMPUTERS AND HUMAN INTELLIGENCE
Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed. PREREQUISITE(S): One of the following: CSC 110, MIS 130 or previous acquaintance with a programming language.

CSC 255
INFORMATION STRUCTURES & REPRESENTATIONS
Data representation, machine architecture concepts, algorithms, data structures including arrays, stacks, linked lists, trees.

CSC 261
PROGRAMMING LANGUAGES I: C/C++
This is an introductory course in computer programming covering basic data types, functions and parameter passing, loops and decisions, arrays and pointers, using pointers to pass parameters by reference, strings and the C string library, I/O using the C standard I/O library, user defined data types. Examples in this course will concentrate on basic algorithms for manipulating data and using a simple library of graphics functions to display data and manipulate simple graphical objects interactively. PREREQUISITE(S): MAT 130 or equivalent

CSC 262
PROGRAMMING LANGUAGES II: C/C++
This course expands on CSC 261 covering issues of memory management, system calls and user defined data types. Topics include making system calls, objects as a way to combine data and methods, encapsulation and dynamic memory allocation. Principles of object oriented design including encapsulation, inheritance and polymorphism. PREREQUISITE(S): CSC 261

CSC 298
INTERNSHIP
In cooperation with local employers, this course offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Admission to the program requires consent of internship course instructor. Current work experience plus classroom time is required. Supervisor evaluation will contribute to the final grade. This course satisfies the junior year experiential learning requirement.

CSC 305
GRAPHICAL USER INTERFACE IMPLEMENTATION
Interface development with emphasis on GUIs and their implementation. In-depth coverage of the Model-View-Controller architecture, event handling, widget toolkits, layout managers, menus, secondary windows and development of new widgets. System concepts relevant to user interaction including threads and interrupts. Overview of user-centered design. PREREQUISITE(S): CSC 212 or CSC 224.

CSC 306
C# FOR PROGRAMMERS
Note: This course is no longer offered. The essentials of C# programming. The .Net platform, CTS, CLR, and assemblies. Procedural programming (basic data types, control flow). Value and reference types. Namespaces, classes and interfaces, inheritance, and polymorphism. Delegate-based event handling. Data structures and collections. Exception handling. Input/output. PREREQUISITE(S): CSC 212 or CSC 224 or CSC 309.

CSC 308
FRAMEWORKS FOR WEB APPLICATION DEVELOPMENT
This course introduces concepts, techniques, technologies and APIs for web application development. The
main focus of the course is on the Model-View-Controller design pattern employed by modern full-stack web frameworks. Concepts and techniques covered include client/server programming, database abstraction APIs, and asynchronous JavaScript. Examples of full-stack MVC frameworks include Ruby-on-Rails (written in Ruby), Django and TurboGears (written in Python). PREREQUISITE: CSC 374

CSC 309
OBJECT-ORIENTED PROGRAMMING IN C++
The essentials of C and C++ programming, focusing primarily on the topics of memory management and data structures such as linked lists and trees. Recursion, inheritance, virtual functions, overloaded operators, templates. PREREQUISITE(S): CSC 212 or CSC 224.

CSC 319
DATABASE TECHNOLOGY
Note: This course is no longer offered. This is an undergraduate course in databases that introduces the principles and issues in database design and implementation. Topics covered include: conceptual database modeling, logical designs using the relational database model, relational algebra, implementation techniques using query languages, functional dependencies and normalization. PREREQUISITE(S): CSC 210 or CSC 211 or CSC 240.

CSC 321
DESIGN AND ANALYSIS OF ALGORITHMS
Techniques for designing algorithms including: analyzing algorithms (big-O, recurrence relations) and divide-and-conquer (quicksort, mergesort). Additional topics chosen from: the greedy method, dynamic programming, backtracking, branch-and-bound and string matching. PREREQUISITE(S): (CSC383 or CSC393) and MAT140.

CSC 324
DATA ANALYSIS & STATISTICAL SOFTWARE II
Continuation of IT223. Multiple regression and correlation, residual analysis, analysis of variance, and robustness. PREREQUISITE(S): IT 223 or MAT 351.

CSC 325
TIME SERIES ANALYSIS AND FORECASTING
The course introduces students to statistical models for time series analysis and forecasting. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, volatility models (GARCH-type, GARCH-M type, etc.), forecasting evaluation and diagnostics checking. The course will emphasize applications to financial data, volatility modeling and risk management. Real examples will be used throughout the course. PREREQUISITE(S): (CSC 212 or CSC 262) and (CSC324 or MAT356) or consent of instructor.

CSC 327
PROBLEM SOLVING FOR CONTESTS
This course prepares students to compete in programming contests. More broadly, it covers problem solving techniques in an informal, fun, and hands-on setting. This course will improve your analytical and programming skills and is thus recommended for all students and not just the competitors among us. This course can be taken for credit twice. PREREQUISITE(S): CSC383

CSC 328
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(S): CSC324 or MAT 353.

CSC 331
SCIENTIFIC COMPUTING
This course presents fundamental numerical algorithms for solving problems in scientific computing and computational finance. Areas covered include: error analysis, computer arithmetic, linear algebra, optimization problems, numerical integration (solvers), ordinary differential equations (ODE). The emphasis of the course is on the design of the algorithms, and their analysis. Algorithms will be implemented using mathematical software. PREREQUISITE(S): CSC212 or CSC262, and 2 course calculus sequence or instructor's permission.
CSC 333
CRYPTOLOGY
Introduction to the methods of cryptography and cryptanalysis. Topics include classical cryptography (codes, substitution ciphers, transposition ciphers), block and stream ciphers (Feistel networks, DES), and public key cryptography (RSA, Key agreement, signature schemes). Optional topics include zero-knowledge protocols, quantum cryptography, and history. Prerequisites: MAT 140 and CSC 211

CSC 334
ADVANCED DATA ANALYSIS
Topics chosen from among multivariate statistical methods, discriminant analysis, principal components, factor analysis, discrete multivariate analysis, time series and non-parametric statistics. PREREQUISITE(S): CSC 324 or consent.

CSC 335
ADVANCED PROGRAMMING
This course introduces students to a programming language or technology. Examples include Ruby on Rails, Django, Flash, Shell-scripting, Python, Perl, PHP, UNIX etc. The exact topic for each section will be publicized at registration time. PREREQUISITE(S): CSC212 or CSC 242 or CSC262 or CSC224 or CSC309 or permission of instructor.

CSC 340
TEACHING COMPUTER SCIENCE
This course guides students to identify, evaluate and assimilate pedagogical techniques (instruction and assessment) to teach Computer Science (CS), with particular attention to various implementations of cooperative learning strategies. Students develop, evaluate, critique and deliver a learning unit on fundamental aspects of CS. Students learn how to structure, teach and assess an Advanced Placement CS course according to the current guidelines of the College Board. They also learn to identify, locate and evaluate various resources (publications, web resources, dedicated software, and professional societies) that enrich their role as educators. Throughout the course attention is given to the diversity of learning styles and special needs of students within the CS curriculum. N.B. For students enrolled in the Secondary Education CS program offered by the School of Education (SOE), seeking certification for grades 9-12 or 5-12, this course requires 35 clinical hours of type II in a local high school according to the specification of the SOE Student Handbook. PREREQUISITE(S): CSC 383 or CSC 393 or instructor consent.

CSC 343
INTRODUCTION TO OPERATING SYSTEMS
An advanced course on operating system design and implementation. Process management and scheduling, memory management, file systems, device drivers, access control, and virtualization will be covered. The emphasis of the course will be on implementing components of a functional operating system. PREREQUISITE: CSC373 and CSC374

CSC 344
AUTOMATA THEORY AND FORMAL GRAMMARS
An introduction to the most important abstract models of computation and their applications: finite state machines and pushdown automata. Explores the relationship between regular expressions and formal grammars and automata. PREREQUISITE(S): MAT 141 and CSC 211

CSC 345
COMPUTER ARCHITECTURE
Machine languages, addressing modes, digital logic, CPU organization, control structures in the CPU, memory hierarchy, I/O. PREREQUISITE(S): MAT 140 or CSC 415.

CSC 347
CONCEPTS OF PROGRAMMING LANGUAGES
Syntax of programming languages: regular expressions, finite automata, context-free grammars, parsing. Scoping, binding, parameter passing, exception handling. Declarative programming languages. Typing, polymorphism. Runtime systems: dynamic loading, byte-code verification, security managers, garbage collection, versioning. PREREQUISITE(S): (CSC 383 or CSC 393) and CSC373 and CSC374.

CSC 348
INTRODUCTION TO COMPILER DESIGN
An overview of the design of a compiler for a general purpose programming language; tools for designing the
components of the compiler; implementing the compiler; run time environments. PREREQUISITE(S): CSC 347.

CSC 351
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. PREREQUISITE(S): IT 240

CSC 352
DATABASE PROGRAMMING
Programming in large-scale relational database environment using host languages. Design and implementation of on-line applications. Topics covered in this course include: database programming using open architectures, embedded query languages, dynamic query language, procedural extension of query languages, stored procedures, transaction management, and introduction to extensible markup data definition and retrieval languages. PREREQUISITE(S): IT 240 and (CSC212 or CSC262).

CSC 353
ADVANCED DATABASE CONCEPTS
An introduction to advanced selected topics in databases. Possible topics include: object-oriented databases, distributed databases, intelligent and deductive databases, temporal databases, multimedia databases, spatial and geographic databases, fuzzy databases, mobile databases, data mining and data warehousing, as well as emerging issues and concepts in database design, implementation and management. Prerequisites: IT 240.

CSC 357
EXPERT SYSTEMS
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 rule-based systems, decision trees, forward and backward chaining, inference, reasoning with uncertainty, and intelligent agents. PREREQUISITE(S): CSC 383 or CSC 393.

CSC 358
SYMBOLIC PROGRAMMING
Concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP: symbolic expressions, the interpreter, functions, recursion, iteration. Techniques for prototyping and building conceptually advanced systems in an environment that encourages procedural and data abstraction. Advanced topics may include Prolog, intelligent tutoring systems, intelligent agents, and natural language processing. Assignments will focus on basic AI techniques, but the class is intended for anyone who will need to rapidly develop large complex systems. PREREQUISITE(S): CSC 383 or CSC 393.

CSC 367
INTRODUCTION TO DATA MINING
The course is an introduction to the Data Mining (DM) stages and its methodologies. The course provides students with an overview of the relationship between data warehousing and DM, and also covers the differences between database query tools and DM. Possible DM methodologies to be covered in the course include: multiple linear regression, clustering, k-nearest neighbor, decision trees, and multidimensional scaling. These methodologies will be augmented with real world examples from different domains such as marketing, e-commerce, and information systems. If time permits, additional topics may include privacy and security issues in data mining. The emphasis of this course is on methodologies and applications, not on their mathematical foundations. Prerequisites: IT 223

CSC 373
COMPUTER SYSTEMS I
A course on computer systems topics, focusing on machine-level programming and architecture and their relevance for application programming. Information representations, assembly language and debuggers, processor architecture, program optimization, memory hierarchy and caching. PREREQUISITE: CSC211 or CSC224 or CSC 309 or CSC261 or CSC241

CSC 374
COMPUTER SYSTEMS II
A course on computer systems topics, focusing on operating systems components and their relevance for application programming. Linking, processes, virtual memory, dynamic memory allocation, system level I/O, networking and network programming, concurrent servers and web services. PREREQUISITE: CSC373
CSC 378
SOFTWARE PROJECTS FOR COMMUNITY CLIENTS
PREREQUISITE(S): DS OR HCI360

CSC 379
TECHNOLOGY PARTNERSHIPS IN URBAN SCHOOLS
Students in this course will have the opportunity to assess urban community needs in the technology arena and develop skills in assisting and developing methods for "bridging the digital divide" that exists. As a result, the student will be able to make a substantial difference in an underprivileged academic community group. This course is a CTI-sponsored community-based service learning course. Any student enrolled in this course can also satisfy the junior year experiential learning requirement.

CSC 380
FOUNDATIONS OF ARTIFICIAL INTELLIGENCE
An in-depth survey of important concepts, problems, and techniques in artificial intelligence, including search, knowledge representation, logical reasoning, and reasoning with uncertainty. A particular focus and a unifying theme of the course will be the concept of intelligent agents. No prior knowledge of AI is required. The course is particularly suitable for graduate and advanced undergraduate students who want to gain the technical background necessary to build intelligent systems, or who want to prepare for more advanced work in AI. The concepts and techniques learned in this course will be directly applicable to many other areas of computer science including software design, distributed systems, databases, and information management and retrieval. PREREQUISITE(S): CSC 383 or CSC 393.

CSC 381
INTRODUCTION TO DIGITAL IMAGE PROCESSING
Components of an image processing system and its applications, elements of visual perception, sampling and quantization, image enhancement by histogram equalization, color spaces and transformations, introduction to segmentation (edge detection algorithms), and morphological image processing. Crosslisted with CSC 481.

CSC 382
APPLIED IMAGE ANALYSIS
The course is meant to provide students with the basic techniques of image analysis and understanding required for the medical domain, military domain, new and emerging domains, and other fields of interest to the students. The topics covered in the course include: imaging modalities, 2D & 3D imaging, 2D & time-sequence images, archiving, accessing and transmitting large images, optic flow, increased visual discrimination, segmentation, registration, diagnosis, feature extraction, and image visualization. Prerequisites: CSC 381.

CSC 383
DATA STRUCTURES AND ALGORITHMS IN JAVA
Design, implementation, application, and analysis of algorithms on a variety of data structures, including stacks, queues, lists, trees, binary heaps, hash tables, and graphs. Algorithmic analysis includes computation of running times and asymptotic analysis. PREREQUISITE: CSC212 or CSC224

CSC 384
INTRODUCTION TO COMPUTER VISION
Edge detection. Image representation and description using low-level features. A sample of image segmentation techniques. Perceptual grouping. 2D shape representation and classification. Motion analysis and tracking. Prerequisites: CSC 381.

CSC 385
NUMERICAL ANALYSIS
(Cross-listed as MAT/CSC 485) Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of nonlinear equations, function evaluation, approximation of integrals and derivatives, Monte Carlo methods. PREREQUISITE(S): MAT 220 and a programming course.

CSC 386
ADVANCED NUMERICAL ANALYSIS
CSC 387
OPERATIONS RESEARCH I: LINEAR PROGRAMMING
The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. PREREQUISITE(S): MAT 220 and any introductory programming course.

CSC 388
OPERATIONS RESEARCH II: OPTIMIZATION THEORY
Integer programming; non-linear programming; dynamic programming; queueing theory; game theory. PREREQUISITE(S): CSC 387.

CSC 389
THEORY OF COMPUTATION
Advanced topics in the mathematical foundations of computation. Topics may include random access and Turing machines, recursive functions, algorithms, computability and computational complexity, intractable problems, NP-complete problems. PREREQUISITE(S): CS321 or CS344.

CSC 393
DATA STRUCTURES IN C++
This course covers topics in data structures, algorithms and object oriented programming in C++. Topics include trees, recursion and traversing trees, balancing, graphs, hash tables. Analysis of algorithms. More advanced topics in memory management and allocation such as stacks, heaps and memory pools. Optional topics, as time allows will include: run-time type checking, performance optimization and templates. PREREQUISITE(S): (MAT 140 or MAT 150) and (CSC 262 or CSC 309)

CSC 394
SOFTWARE PROJECTS
Students will be provided with experience in team design, implementation and testing of a large software project. (PREREQUISITE(S): CSC 383 or CSC 393 or HCI 360)

CSC 398
INTERNSHIP
In cooperation with local employers the computer science program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Academic credit is variable and admission to the program requires consent of internship advisor. Supervisor evaluation will contribute to the final grade.

CSC 399
INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Consent of dean.

CSC 10
CTI/ELA ENGLISH PREPARATION
CTI/ELA English Preparation

Cross Listed Courses

Undergraduate Course Descriptions Cross Listed Courses

Cross Listed Courses

XCNS 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this
course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.

XCSC 347
CONCEPTS OF PROGRAMMING LANGUAGES

XCSC 391
DESIGN AND ANALYSIS OF ALGORITHMS
(Cross-listed with CSC-491) Methods of designing algorithms including divide-and-conquer, the greedy method, dynamic programming, backtracking, and NP-completeness and approximation algorithms. Emphasis on efficiency issues. PREREQUISITE(S): Advisor Consent.

XCSC 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.

XDC 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.

XDS 320
FOUNDATIONS OF DISTRIBUTED SYSTEMS I
(Cross-Listed with DS 420) An introduction to distributed systems. Topics may include: architecture of distributed systems; networking; datagram-oriented and stream-oriented protocols; network programming (for example, the sockets API); remote procedure call and remote method invocation; processes and threads; code migration; software agents; naming of non-mobile and mobile entities; cryptography and security. PREREQUISITE(S): Advisor Consent.

XECT 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.

XGAM 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.

XHCI 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.
XIS 325
ENTERPRISE INFORMATION
(Cross-listed with IS 425) This course focuses on the interrelationships and methods used by information systems groups to meet the information needs of enterprises. The course starts with an examination of the basics of enterprises information needs: the role of the value chain, the profit paradigm, and information infrastructure flows are explored. Then attention turns role of software methods, programming and security as supporting technologies. Topics include enterprise systems, commerce systems, project management, sourcing decisions, IT risk management, services and operations performed. PREREQUISITE(S): Consent of Faculty Advisor.

XIS 372
INFORMATION SECURITY MANAGEMENT

XIS 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.

XSE 330
OBJECT ORIENTED MODELING
(Cross-listed with SE 430) Object-oriented modeling techniques for analysis and design. Emphasis on one approach and a survey of several alternative approaches, for example, Codd and Yourdon, Booch, Rumbaugh, and Shlaer and Mellor. Relationship between these modeling techniques and the features of object-oriented languages including C++. Team project. PREREQUISITE(S): Advisor Consent.

XSE 331
MODEL-DRIVEN SOFTWARE DEVELOPMENT
Introduction to software specification, modeling, and model-driven development. (Cross-Listed with SE 431) Topics include a survey of approaches to software specification and modeling, specification languages, notations, and techniques for modeling static and dynamic aspects of software systems, and the use of tools in analysis, verification, and transformation of software models PREREQUISITE(S): Advisor Consent.

XSE 350
OBJECT-ORIENTED SOFTWARE DEVELOPMENT
(Cross-List with SE450) Principle, techniques and tools of object-oriented modeling, design, implementation, and testing of large-scale software systems. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): Advisor Consent.

XSE 377
SOFTWARE AND SYSTEMS PROJECT MANAGEMENT
(Cross-Listed with SE 477) Planning, controlling, organizing, staffing and directing software development activities or information systems projects. Theories, techniques and tools for scheduling, feasibility study, cost-benefit analysis. Measurement and evaluation of quality and productivity. PREREQUISITE(S): Advisor Consent.

XSE 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.
XTDC 360
FOUNDATIONS OF COMMUNICATIONS SYSTEMS
(Cross-listed with TDC-460) Details of communications systems architectures, including PSTN, broadcast, CATV, WANs, MANs, LANs, PANs, cellular, satellite, etc. Communications systems protocol models. Foundations of transmission media, signaling, coding, error detection and correction, addressing, routing, data compression, and access protocols. Network interfaces. PREREQUISITE(S): Advisor Consent

XTDC 363
COMPUTER NETWORKS AND DATA SYSTEMS

XTDC 364
VOICE COMMUNICATION NETWORKS

XTDC 372
NETWORK SECURITY
(Cross-Listed with TDC 572) Network infrastructure security issues, including perimeter security defense, firewalls, Virtual Private Networks, Intrusion Detection Systems, wireless security, network security auditing tools and ethical considerations. Strategies for the deployment of "Defense-In-Depth" mechanisms in an enterprise computing environment. Pre-requisite(s): Advisor Consent.

XTDC 377
NETWORK SECURITY I
(Crosslisted with TDC 477) This course is an introduction to network security and basic computer and information systems security concepts. Topics covered includes: Firewalls; Virtual Private Networks; Security assessment tools and methods; Security services categories; Threat categories; Symmetric and asymmetric encryption; Ethical and Legal considerations. PREREQUISITE(S): Consent of advisor

XTDC 399
COMBINED DEGREE COURSE
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CTI web site. PREREQUISITE(S): Consent of Faculty Advisor.
DES 141
PRINCIPLES OF DESIGN
Principles of Design (4 quarter hours). First course of a 3-quarter 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.

DES 142
PRINCIPLES OF DESIGN (PREREQ: DES 141)
Principles of Design (4 quarter hours). Second course of a 3-quarter 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. PREREQUISITE(S): DES 141.

DES 143
PRINCIPLES OF DESIGN (PREREQ: DES 142)
Principles of Design (4 quarter hours). Third course of a 3-quarter 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. PREREQUISITE(S): DES 142.

DES 208
SOUND DESIGN AND TECHNOLOGY I
Sound Design and Technology I (4 quarter Hours). First course in a 3 course sequence. Through demonstration, discussion, lecture, and projects, students explore the fundamentals of theatrical sound design and basic recording studio techniques.

DES 209
SOUND DESIGN AND TECHNOLOGY I
Sound Design and Technology I (4 quarter Hours). Second course in a 3 course sequence. Through demonstration, discussion, lecture, and projects, students explore the fundamentals of theatrical sound design and basic recording studio techniques.

DES 210
SOUND DESIGN AND TECHNOLOGY I
Sound Design and Technology I (4 quarter Hours). Third course in a 3 course sequence. Through demonstration, discussion, lecture, and projects, students explore the fundamentals of theatrical sound design and basic recording studio techniques.

DES 240
LIGHTING TECHNOLOGY
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.

DES 241
SCENE DESIGN I (PREREQ: DES 143)
Scene Design I (4 quarter hours). First of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design. PREREQUISITE(S): DES 143.

DES 242
SCENE DESIGN I (PREREQ: DES 241)
Scene Design I (4 quarter hours). Second of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design. PREREQUISITE(S): DES 241.

DES 243
SCENE DESIGN I (PREREQ: DES 242)
Scene Design I (4 quarter hours). Third of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design. PREREQUISITE(S): DES 242.

DES 244
COSTUME DESIGN I (PREREQ: DES 143. COREQ: THE 381)
Costume Design I (4 quarter hours) First of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming. PREREQUISITE(S): DES 143. COREQUISITE: THE 382.

DES 245
COSTUME DESIGN I (PREREQ: DES 143. COREQ: THE 382)
Costume Design I (4 quarter hours) Second of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming. PREREQUISITE(S): DES 143. COREQUISITE: THE 382.

DES 246
COSTUME DESIGN I (PREREQ: DES 143. COREQ: THE 383)
Costume Design I (4 quarter hours) Third of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming. PREREQUISITE(S): DES 143. COREQUISITE: THE 382.

DES 247
LIGHTING DESIGN I (PREREQ: DES 143)
Lighting Design I (4 quarter hours) First course in a 3 course sequence. 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. PREREQUISITE(S): DES 143.

DES 248
LIGHTING DESIGN I (PREREQ: DES 247)
Lighting Design I (4 quarter hours) Second course in a 3 course sequence. 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. PREREQUISITE(S): DES 247.

DES 249
LIGHTING DESIGN I (PREREQ: DES 248)
Lighting Design I (4 quarter hours) Third course in a 3 course sequence. 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. PREREQUISITE(S): DES 248.

DES 250
MATERIALS AND PROCESSES
The objective of this course is to familiarize the student set designer with the architectural and construction conventions that impact scene design. Students study a variety of standard stage environments, as well as the specialized vocabulary and equipment commonly used in theatrical production spaces. Students will also be introduced to the most common scenic construction materials, their strengths, their limitations, and the tools used to manipulate these materials. Whenever possible, a hands-on approach will be used to acquaint the student with the machinery, materials, hardware, and tools regularly used in theatrical production.

DES 251
SCENOGRAPHIC DRAFTING (PREREQ: TEC 153)
Scenographic Drafting (3 quarter hours) First course in a 3 course sequence. 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. PREREQUISITE(S): TEC 153.

DES 252
SCENOGRAPHIC DRAFTING (PREREQ: DES 251)
Scenographic Drafting (3 quarter hours)  Second course in a 3 course sequence. 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 PREREQUISITE(S): DES 251.

DES 253
SCENOGRAPHIC DRAFTING (PREREQ: DES 252)
Scenographic Drafting (3 quarter hours)  Third course in a 3 course sequence. 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 PREREQUISITE(S): DES 252.

DES 271
DESIGN PRODUCTION PRACTICE I
Design Production Practice I (3 or 4 quarter hours)  First course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound.

DES 272
DESIGN PRODUCTION PRACTICE I
Design Production Practice I (3 or 4 quarter hours)  Second course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound. PREREQUISITE: DES 271.

DES 273
DESIGN PRODUCTION PRACTICE I
Design Production Practice I (3 or 4 quarter hours)  Third course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound. PREREQUISITE: DES 272.

DES 284
MODEL BUILDING
Model Building (3 quarter hours)  The course focuses on creating professional quality scale models of stage scenery. Students will learn to work with a variety of materials (foamcore, board, paper, wood, and metal, and appropriate glues), will find sources for scale furnishings, and will learn a variety of techniques such as soldering and casting.

DES 285
MEDIA FOR DESIGNERS
Media for Designers (3 quarter hours)  Students will gain experience with a variety of color media that will be useful in illustrating and rendering their designs for the stage. Media covered will include watercolor, acrylics, oil pastel, colored pencil, and others.

DES 286
LIFE DRAWING
Life Drawing (3 quarter hours)  By creating drawings from live models, students will learn about body structure and musculature, and will develop their skills in figure drawing, and 'drawing what you see'.

DES 308
SOUND DESIGN AND TECHNOLOGY II (PREREQ: DES 210)
Sound Design and Technology II (4 quarter hours)  First course in a 3 course sequence. Through demonstration, discussion, lecture, and projects, students further explore theatrical sound design and recording studio techniques. PREREQUISITE(S): DES 210.

DES 309
SOUND DESIGN AND TECHNOLOGY II (PREREQ: DES 210)
Sound Design and Technology II (4 quarter hours)  Second course in a 3 course sequence. Through demonstration, discussion, lecture, and projects, students further explore theatrical sound design and
DES 310
SOUND DESIGN AND TECHNOLOGY II (PREREQ: DES 210)
Sound Design and Technology II (4 quarter hours) Third course in a 3 course sequence. Through
demonstration, discussion, lecture, and projects, students further explore theatrical sound design and
recording studio techniques. PREREQUISITE(S): DES 309.

DES 341
SCENE DESIGN II (PREREQ: DES 243)
Scene Design II (4 quarter hours) First course in a 3 course sequence. 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 theater, and the development of a design concept, are studied
through projects in contrasting styles of stage designs. PREREQUISITE(S): DES 243.

DES 343
SCENE DESIGN II (PREREQ: DES 342)
Scene Design II (4 quarter hours) Second course in a 3 course sequence. 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 theater, and the development of a design concept, are studied
through projects in contrasting styles of stage designs. PREREQUISITE(S): DES 342.

DES 344
COSTUME DESIGN II (PREREQ: DES 246)
Costume Design II (4 quarter hours) First course in a 3 course sequence. 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. PREREQUISITE(S): DES 246.

DES 345
COSTUME DESIGN II (PREREQ: DES 344)
Costume Design II (4 quarter hours) Second course in a 3 course sequence. 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. PREREQUISITE(S): DES 344.

DES 346
COSTUME DESIGN II (PREREQ: DES 345)
Costume Design II (4 quarter hours) Third course in a 3 course sequence. 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. PREREQUISITE(S): DES 345.

DES 347
LIGHTING DESIGN II (PREREQ: DES 249)
Lighting Design II (4 quarter hours) First course in a 3 course sequence. The implementation of lighting ideas.
Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks,
the use of equipment and the exploration of realistic lighting styles. PREREQUISITE(S): DES 249.

DES 348
LIGHTING DESIGN II (PREREQ: DES 347)
Lighting Design II (4 quarter hours) Second course in a 3 course sequence. The implementation of lighting
ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork,
Vectorworks, the use of equipment and the exploration of realistic lighting styles. PREREQUISITE(S): DES 347.

DES 349
LIGHTING DESIGN II (PREREQ: DES 348)
Lighting Design II (4 quarter hours) Third course in a 3 course sequence. The implementation of lighting
Lighting Design II (4 quarter hours)  Third course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles. PREREQUISITE(S): DES 348.

DES 371
DESIGN PRODUCTION PRACTICE II
Production Practice II (4 quarter hours) First course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore thAssignments will be commensurate with ability and experience.

DES 372
DESIGN PRODUCTION PRACTICE II
Production Practice II (4 quarter hours) Second course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore thAssignments will be commensurate with ability and experience. PREREQUISITE: DES 371.

DES 373
DESIGN PRODUCTION PRACTICE II
Production Practice II (4 quarter hours) Third course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore thAssignments will be commensurate with ability and experience. PREREQUISITE: DES 372.

DES 374
RENDERING FOR DESIGNERS I
Rendering for Designers I (3 quarter hours) First course in a 3 course sequence. 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 form a clipping file of research which they compile. PREREQUISITE (S): ART 384.

DES 375
RENDERING FOR DESIGNERS II
Rendering for Designers II 3 quarter hours) Second course in a 3 course sequence. 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 form a clipping file of research which they compile.

DES 376
RENDERING FOR DESIGNERS III
Rendering for Designers III (3 quarter hours) Third course in a 3 course sequence. 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 form a clipping file of research which they compile.

DES 377
SCENE PAINTING
Scene Painting (2 quarter hours) First course in a 3 course sequence. 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.

DES 378
SCENE PAINTING
Scene Painting (2 quarter hours) Second course in a 3 course sequence. 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. PREREQUISITE: DES 377.

DES 379
SCENE PAINTING
Scene Painting (2 quarter hours) Third course in a 3 course sequence. 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. PREREQUISITE: DES 378.
DES 399
INDEPENDENT STUDY
Independent Study

DES 441
SCENE DESIGN III (PREREQ: DES 343)
Scene Design III (4 quarter hours)  First course in a 3 course sequence. 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 a professional caliber are developed.  PREREQUISITE(S): DES 343.

DES 442
SCENE DESIGN III (PREREQ: DES 441)
Scene Design III (4 quarter hours)  Second course in a 3 course sequence. 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 a professional caliber are developed.  PREREQUISITE(S): DES 441.

DES 443
SCENE DESIGN III (PREREQ: DES 442)
Scene Design III (4 quarter hours)  Third course in a 3 course sequence. 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 a professional caliber are developed.  PREREQUISITE(S): DES 442.

DES 444
COSTUME DESIGN III (PREREQ: DES 346)
Costume Design III (4 quarter hours)  First course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials. PREREQUISITE(S): DES 346.

DES 445
COSTUME DESIGN III (PREREQ: DES 444)
Costume Design III (4 quarter hours)  Second course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials. PREREQUISITE(S): DES 444.

DES 446
COSTUME DESIGN III (PREREQ: DES 445)
Costume Design III (4 quarter hours)  Third course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials. PREREQUISITE(S): DES 445.

DES 447
LIGHTING DESIGN III (PREREQ: DES 349)
Lighting Design III (4 quarter hours)  First course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered. PREREQUISITE(S): DES 349.

DES 448
LIGHTING DESIGN III (PREREQ: DES 447)
Lighting Design III (4 quarter hours)  Second course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered. PREREQUISITE(S): DES 447.

DES 449
LIGHTING DESIGN III (PREREQ: DES 448)
Lighting Design III (4 quarter hours) Third course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered. PREREQUISITE(S): DES 448.

DES 471
DESIGN PRODUCTION PRACTICE III
Production Practice III (5 quarter hours) For all design students. Assignments will be commensurate with ability and experience.

DES 472
DESIGN PRODUCTION PRACTICE III
Production Practice III (5 quarter hours) For all design students. Assignments will be commensurate with ability and experience.

DES 473
DESIGN PRODUCTION PRACTICE III
Production Practice III (5 quarter hours) For all design students. Assignments will be commensurate with ability and experience.

DES 484
PHOTOSHOP FOR DESIGNERS
Photoshop for Designers (3 quarter hours) This class will take students through the process of creating professional renderings of stage scenery, costumes, and lighting, by using Photoshop to manipulate and transform their original sketches. Through this process, the students will master the tools available in Photoshop, and will create portfolio-ready rendering works.

DES 485
RENDERING II (PREREQ: DES 484)
Rendering II (3 quarter hours) Second course in a 3 course sequence. An advanced continuation of 386 - 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. PREREQUISITE(S): DES 484.

DES 486
PORTFOLIO PREPARATION
Portfolio Preparation (3 quarter hours) Students will work on developing a professional portfolio that showcases their design work to best advantage. Students will develop a consistent presentation style and will rework projects as necessary to increase the quality of their portfolio.

DES 490
DESIGN INTERNSHIP
(5 quarter hours) The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his/her area of study at The Theatre School. I.

Digital Cinema

Undergraduate Course Descriptions Digital Cinema

Digital Cinema

DC 105
DIGITAL MEDIA LITERACIES
This course is designed to help students develop an informed, critical and practical understanding of new communication media, including ways to read, write and produce in a digital environment. We will explore implications of these technologies and their uses in schools, communities, and workplaces. The course also
focuses on practices involving current and future technologies that hold promise for the creation and
distribution of all media.

DC 120
NON-LINEAR EDITING BOOT CAMP
Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies.
Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined
as they relate to the fundamentals of cinematic montage and visual storytelling. This class presents a variety
of topics and experiences that are designed to broaden the student's understanding of the art of cinematic
storytelling and montage. Work on more advanced projects is integrated into the class as a means to an
understanding of advanced editing tools and techniques. After week five of the quarter students will move
past the fundamentals of editing into a more technical and creative realm of editing. Discussion of the
technical attributes of digital editing that occurs during the process of creative storytelling. Students will hone
their editing skills and the ability to accomplish tasks to achieve telling a story while understanding the
fundamentals of the technical side of nonlinear editing. The following topics will be covered in the boot camp:
Basic editing theory, Non-linear editing theory and practice, Rules of composition as they relate to the editing,
Logging and storage of media, Exporting back to DVD or other media, Software programs: Avid, Final Cut,
ProTools, Vegas, Premiere. PREREQUISITE(S): NONE

DC 125
Digital Still Photography for Non-Majors
This course is an introduction to the history and aesthetics of still photography and to the concept of
photography as a descriptive and interpretive artistic medium. Students studying photographs in this context
will discover relationships between individual photographers choices and their own understanding of
meaning. The role these artistic choices play in conveying meaning in still photography. Discussions of the
photos' cultural contexts and meanings will deepen their understanding of the role of still photography as a
conduit for cultural values. Students will learn the fundamental concepts necessary to shoot, edit, manipulate,
and print digital still photographs. Also, students will acquire the knowledge needed to analyze and critique
existing work. Students will be required to use their own digital still cameras for this course.

DC 200
Media Literacies
This course is designed to help students develop an informed, critical and practical understanding of new
communication media, including ways to read, write and produce in a digital environment. We will explore
implications of these technologies and their uses in schools, communities, and workplaces. The course also
focuses on practices involving current and future technologies that hold promise for the creation and
distribution of all media. Prerequisites: None

DC 201
INTRODUCTION TO SCREENWRITING
This course focuses on narrative storytelling and encourages students to find their unique voices, while
emphasizing the critical importance of working as part of a creative team. Emphasis is placed on telling a
story in terms of action and the reality of characters in cinema, animation and gaming. The difference
between the literary and visual medium is explored through individual writing projects and group analysis. In
addition, the nature of the interactive story will be examined focusing on the differences as well as the
similarities between gaming and the other narrative forms.

DC 202
HISTORY OF MOTION PICTURE EDITING
This course studies the origins and rise of film editing as an art form, an industry, a set of technological
practices ranging from analog film to digital video. The course examines critical historical events that
impacted film editing: the emergence of the studio system, the coming of sound, narrative, experimental and
documentary film, MTV, and audience shifts. For many, editing is the unique source of the art of filmmaking.
This course addresses this question. PREREQUISITE(S): NONE

DC 203
HISTORY OF MOTION PICTURE SOUND
From William Dickson's 1895 experimental sound film to THX and Dolby 3D sound, this course studies the
origins and rise of film sound as an art form, an industry, a set of technological practices. The course
examines critical historical events that impacted film sound: early Edison experiments, faster film stock,
quieter and more mobile camera systems, The Jazz Singer, MTV, Lucasfilm, video games and beyond.
PREREQUISITE(S): NONE.
DC 204
HISTORY OF DOCUMENTARY
Course explores the variety of styles and concerns that shape documentaries. Content covers the first outdoor films made at the beginning of film history, the lyrical documentaries of Robert Flaherty, and the institutional documentaries inspired by John Grierson. Course also examines the broad range of developments of the post-World War II era, including the television documentary, cinema verite movement, collective and personal documentaries of anti-war and women's movements, role and impact of video in the '80s and '90s, and recent trend to incorporate narrative techniques. PREREQUISITE(S): NONE

DC 205
FOUNDATIONS OF CINEMA
This course will examine the craft, technology, and aesthetic principles of media production. Drawing heavily on a wide array of historical examples, the course will examine the many expressive strategies potentially usable in the creation of moving image art forms: the importance of story and controlling ideas, storytelling with images, the basics of composition and editing, and an examination of narrative, documentary, and experimental approaches. In addition to analyzing the works of others, students will also produce their own projects thus, putting theory into practice.

DC 206
INTRODUCTION TO FILM HISTORY
This course studies the origins and rise of film as an art form, an industry, a set of technological practices, and cultural documents. The course examine critical historical events that impacted the industry: the emergence of the studio system, the coming of sound, the U.S. depression, the world wars, audience shifts, emergence of other communication media. We also examine various world film industries in order to understand the relationships existing among national media producers. PREREQUISITE(S): NONE.

DC 207
HISTORY OF AMERICAN CINEMA, 1890-1945
From Edison to Welles, a survey of early film history, the silent film narrative, the origins of the studio system, the advent of sound and color, the influence of European experimentation, and the emergence of the Classic Hollywood style. Screenings, lecture, and discussion. PREREQUISITE(S):NONE

DC 208
HISTORY OF AMERICAN CINEMA, 1946-1975
From Film Noir to Hitchcock, an examination of post war Hollywood, film noir, wide screen and epic films, the development of the star system, the director as auteur, and the influence of international film movements and directors. Screenings, lecture, and discussion. PREREQUISITE(S):NONE

DC 209
HISTORY OF AMERICAN CINEMA, 1976-PRESENT
From "Star Wars" to Machinima, an examination of the New American Cinema, the mega-blockbuster, the move from soundstage to location, the rebirth of the independents, the use of the computer as a key production tool, the influence of global cinema, the convergence of computer gaming and cinema, and the transition from celluloid to digital. The changing role of the Producer/Director/Writer as central creative force in the life-cycle of the motion picture will also be covered. Screenings, lectures and discussions. PREREQUISITE(S):NONE

DC 210
DIGITAL CINEMA PRODUCTION I
A beginning workshop in digital cinematic expression, this course deals with grammar and construction of visual storytelling through editing materials and through learning simple scripting and storyboarding. Use of a miniDV camera as well as basic editing software is taught, and students shoot projects of increasing complexity while learning to use the medium to tell a visual story with a point. PREREQUISITE(S): NONE

DC 215
DIGITAL SOUND DESIGN
This course examines the place of sound in cinema, both artistic and technological. The course will cover the basics of sound, microphones, and analogue-to-digital conversion. Lectures, readings, and film clips will be used to illustrate the language of film sound, as practiced by film directors, sound designers, and editors. Students will learn to edit sound assignments with Pro Tools and other appropriate technologies. PREREQUISITE(S) NONE.

DC 216
FOLEY AND VOICES FOR CINEMA, ANIMATION AND GAMING
This course will focus on Foley and voices as they are used in live-action film, animated films, and games. There will be studio demonstrations of Foley and voice work, an introduction to editing both Foley and Automated Dialogue Replacement, and an emphasis on how these crafts differ when used in live-action, animation and gaming. Students will apply their knowledge through practical application with various projects throughout the quarter.

DC 220
EDITING I
Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies. Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined as they relate to the fundamentals of cinematic montage and visual storytelling. PREREQUISITE(S): NONE.

DC 225
Digital Still Photography
This course is an introduction to the history and aesthetics of still photography and to the concept of photography as a descriptive and interpretive artistic medium. Students will learn the fundamental concepts necessary to shoot, edit, manipulate, and print digital still photographs. Students will learn to scan, capture, correct and enhance digital images and prepare files for output on black and white and color printing devices. Introduces students to theories, terminology, and applications of digital imaging technologies. Students will acquire the knowledge needed to analyze and critique existing work. In addition, students will involve themselves in hands-on exercises with digital still photography, manipulation and printing. Demonstrations will facilitate learning software techniques and systems of working. Use of Adobe Photoshop will be extensively covered in this course.

DC 250
WORKING WITH ACTORS 1
This course is an introduction and examination of the collaborative process between the actor and director. The class will examine the fundamentals of the craft of acting, provide students with a basic understanding of acting terminology, script analysis, the creative process, and explore effective ways to communicate with the actor. Methods of study include lecture, discussion, assignments, and in-class acting exercises.

DC 270
TOPICS IN DIGITAL CINEMA
Advanced study in cinema focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. Please check the CTI website for description of specific quarter offering.

DC 272
WRITING FOR TELEVISION
The primary objective of this course is to learn how to write for television, for both network and cable, focusing on fiction and non-fiction TV programs including news, talk, documentaries, dramas and comedies. The course will assist students in improving their writing skills as well as help them understand the basic approaches and techniques in writing for television. Prerequisites: DC 201

DC 273
FILM/VIDEO AESTHETICS I
Course covers basic concepts and terminology of film and video as forms of art and mass culture. This course covers the aesthetic systems that constitute film and video: plot structures, sets, costumes and makeup, acting, lighting, cinematography, editing, and sound. We consider how the interaction of these elements produces meaning in film and video. We also examine how these concepts are practiced in film production. After mastering the aesthetic concepts, students also examine their use in three different modes of film communications: fiction, documentary, and the avant-garde. PREREQUISITE(S): NONE

DC 275
CINEMATOGRAPHY AND LIGHTING
Course gives students working knowledge of DV and HD camera equipment and lighting. Operation and maintenance procedures are specified for each camera. The duties of the camera assistant and operator are also covered. Course introduces basic cinema and animation lighting techniques for students with little or no studio lighting experience. Students become familiar with the uses of standard pieces of lighting equipment, and important safety procedures. The role of grip and gaffer on the movie set is also explored. Special attention will be given to important light measuring techniques including use of the spot meter. Course encourages intelligent, thoughtful approaches to lighting and cinematography based on dramatic structure
and script. PREREQUISITE(S): DC 210

DC 280
STORYTELLING WITH MACHINIMA
The course will focus on two areas: the craft and technology of Machinima filmmaking and the use of Machinima in storytelling. Within the context of learning the craft of Machinima, students will explore character and character development, production design, and the fundamentals of visual storytelling.

DC 301
ADVANCED SCREENWRITING I
In this course, students study, analyze and produced motion picture scripts. This course emphasizes the use of traditional storytelling, classic mythology and how these devices apply to contemporary screenplays. Students will move from concept/treatment to a completed first act of a feature length screenplay of their own. This script will be completed, revised, and polished in DC 302 and DC 303. PREREQUISITE(S): NONE

DC 302
ADVANCED SCREENWRITING II
This course focuses on the writing of the second and third acts of feature length screenplays. Students finish and begin revising the first draft of the script started in DC 301. Emphasis is placed on proper character development, effective use of conflict, and adherence to the three act structure. PREREQUISITE(S): DC 301

DC 303
ADVANCED SCREENWRITING III
Students finish revising and polish the script from DC 302. Characters, dialogue, conflict, and structure are further refined. The goal is for the students to have a producible feature length screenplay by the end of the course. Concerns such as getting an agent and/or getting the movie produced are also covered. PREREQUISITE(S): DC 302

DC 304
TOPICS IN SCREENWRITING
Advanced study in screenwriting focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. May be repeated for credit. PREREQUISITES: DC 201 or by consent of the instructor

DC 310
DIGITAL CINEMA PRODUCTION II
Digital Cinema Production II is a continuation of Digital Cinema Production I. Workshop course introduces basics of sound editing as well as dialogue recording and writing, sound track building, lighting and advanced editing programs. Several practical and written exercises lead to a short, multitrack digital film shot in High Definition. Students will learn to work with light kits and be expected to design sets and locations. Students will also spend a great deal of time working with actors in front of the camera as well as composing shots to visually convey the story. Upon completion of the course, students will be expected to successfully operate video cameras, microphones and editing equipment in order to create a total of three required projects. PREREQUISITE(S): DC 215, DC 220 and DC 275.

DC 311
MUSIC VIDEO PRODUCTION
In this course, we will analyze ways in which artists combine visual imagery with music as with MTV-style music videos. The music business and how it relates/effects music videos. Each student will develop his or her own music video project from script to final edit with a local band of their choice, through their own scheduling process. PREREQUISITE(S): DC 205, DC 210, DC 215 and DC 220

DC 312
MUSIC FOR FILM AND VIDEO (SOUNDTRACK SCORING)
Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances the visual statement. Course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score for their own film or video as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied. PREREQUISITE(S): DC 215

DC 315
ADVANCED DIGITAL SOUND DESIGN
This course concentrates on audio postproduction specifically mixing and editing techniques for music and sound effects. Coursework also includes the recording of natural sounds and special effects to reinforce images and the story. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing sound tracks for traditional as well as interactive narratives. PREREQUISITE(S): DC 210, 215 and DC 220.

DC 316
TOPICS IN POST-PRODUCTION SOUND
Advanced study in post-production sound focusing on a specific area each quarter such as: A.D.R., Foley, Scoring, Sound Effects, Mixing, etc. May be repeated for credit. PREREQUISITES: DC 215 or by consent of the instructor.

DC 320
EDITING II
This class presents a variety of topics and experiences that are designed to broaden the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means to understanding of advanced editing tools and techniques. PREREQUISITE(S): DC 220.

DC 350
MODES OF DIGITAL DISTRIBUTION
This course deals with the process of creating video for multiple modes of distribution, i.e.: DVD authoring, compression and streaming. It also covers the various outlets available for content distribution. Students will learn content creation, authoring, capture, encoding and serving with an emphasis on video compression and encoding. Students will also come to have a working understanding of codecs, DVD chapters, Easter eggs, region coding, and be able to create a working web page with embedded streaming content. PREREQUISITE: DC 320.

DC 371
DOCUMENTARY PRODUCTION
Course uses hands-on digital projects to explore each step in the process of documentary production. Students will learn how to interview subjects, construct narrative through voice-over combined with imagery and advanced non-linear editing techniques essential to creating powerful documentaries. Advanced cameras and sound techniques will also be covered during the course. PREREQUISITE(S): DC 210, DC 215 and DC 220.

DC 372
TOPICS IN TV PRODUCTION
This course is a hands-on experience in television production of news and public affairs programs. Students learn through theory and practice the role TV Producers and their teams play in creating various TV programs.

DC 375
HIGH DEFINITION CINEMATOGRAPHY
This class explores the emerging HDTV/HDV technologies along with advanced production techniques of camera movement, lighting, rigging, camera filtration and shot composition. Students will be given hands on training in the use of the latest High Definition Video cameras and then create a short script which they will shoot and edit in High Definition. PREREQUISITE(S): DC 275.

DC 378
COMPOSITING AND SPECIAL EFFECTS
Layering of live action and rendered 3D graphics to produce special effects. Includes such techniques as layered texturing / rendering, depth-based effects, motion tracking, and camera matching. Prerequisite: DC 210.

DC 380
PROJECT BLUelight
Production of a feature-length digital motion picture written by students or faculty within the Digital Cinema program. Students will work as crew under supervision of faculty members heading each of the various production areas. Goal is to produce a completed digital motion picture suitable for festivals or distribution.

DC 389
THE BIG PICTURE: THE ENTERTAINMENT INDUSTRY
This course introduces students to vital information about the industry in which they will work. Students will learn industrial analysis of production, distribution, and exhibition sectors, including mastering concepts of
learn industrial analysis of production, distribution, and exhibition sectors, including mastering concepts of revenue streams, constructing deals (gross points and net point participation), copyright, marketing, and box office analysis. Students will also study the structure of organizations and groups crucial to the entertainment industry: studios, talent, agents, exhibition (markets: theatrical, virtual and ancillary), professional organizations including guilds like ASC, and media licensing firms like ASCAP and BMI. There will be an emphasis on global industry. Prerequisite: DC 205

DC 390
TOPICS IN DIRECTING
Course begins study of the basic relationship between actor, text, and director, then expands to include directorial use of storyboards, camera plots, brackets, and shooting scripts as tools for camera placement. Emphasis is on development of director's camera placement and breakdowns, beat analysis, rehearsal techniques, and casting. Students work to produce one five minute movie/animated feature trailer, or game demo. Each topic offering will cover either directing for cinema, the animated feature or gaming. PREREQUISITE(S): DC 310

DC 395
TOPICS IN PRODUCTION
This course allows advanced students to work in close conjunction with a faculty member to develop a digital media project. Topics focus on a specific genre or medium each quarter such as: traditional movie production (horror, comedy, action/adventure, documentary, experimental, etc.), animation (narrative, non-narrative, web-based, cinematic, etc.), and advanced digital game design (story, strategy, graphics, etc.). Students work to produce a five to ten minute project. PREREQUISITE(S): DC 310, DC 315 AND DC 320

DC 398
DIGITAL CINEMA CAPSTONE
This course provides a Digital Cinema-specific capstone experience for the student. Students must have completed at least one of the three Topics in Production courses before they enroll in this course. The capstone course will connect the students' Digital Cinema course work with the University courses s/he has taken through three components: student-generated production packages, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course. PREREQUISITE(S): DC 390 OR ANI 350

DC 399
INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Consent of dean.
Early Childhood Education

ECE 272
PRACTICUM III IN EARLY CHILD CARE AND DEVELOPMENT (PREREQ.: 270,271, PERM.)
Practicum III In Early Child Care And Development (prereq.: 270,271, Perm.)

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 290
CHILD GROWTH AND DEVELOPMENT (COREQ: ECE 091)
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. COREQUISITE: ECE 091.

ECE 302
CHILD AND FAMILY IN THE URBAN ENVIRONMENT (COREQ: ECE 092)
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. COREQUISITE(S): 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 306
UNDERSTANDING YOUNG CHILDREN'S BEHAVIOR
This course focuses on understanding children's observable behaviors and environmental and biological factors, which effect young children's behaviors (ages birth through 8). The course will provide students with techniques to identify and effectively address negative behaviors in young children. General classroom management techniques will also be examined. Completing 15 hours of field experience in an early childhood special education setting is part of this course's requirements.

ECE 307
SPEECH AND LANGUAGE DEVELOPMENT OF THE YOUNG CHILD (FORMERLY ECE 297) (PREREQ: ECE 290)
Development of young children's speech and language including techniques and materials for use in assessing and assisting this development. PREREQUISITE(S): ECE 290.

ECE 309
YOUNG EXCEPTIONAL CHILD
This course introduces students to the field of early childhood special education including the Early Intervention System. Characteristics of infants, toddlers and young children with special needs are examined in this course. Methods of working with different disabilities during early years will be explored. Strengths and needs of families of young children with disabilities and collaboration with family members will be emphasized in this course. Completing 15 hours of field experience in an early childhood special education setting is a part of this course's requirements. PREREQUISITE(S): ECE 290.
ECE 310
PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY (PREREQ: ECE 290) (COREQ: ECE 093)
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) individuation through building on children's experiences, learning styles and interests; (3) using media; and, (4) developing learning centers will be emphasized. PREREQUISITE(S): ECE 290. COREQUISITE(S): ECE 093.

ECE 311
CURRICULUM AND INSTRUCTION IN PRIMARY GRADES (PREREQ: ECE 290) (COREQ: ECE 094)
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(S): ECE 290. COREQUISITE(S): ECE 094.

ECE 324
READING/LANGUAGE ARTS IN THE EARLY YEARS (PREREQUISITE: ECE 290 OR EQUIVALENT)
Reading/Language Arts in the Early Years. This course focuses on 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(S): ECE 290 or EE 281

ECE 331
BEGINNING MATH AND SCIENCE INSTRUCTION (PREREQ: ECE 290)
Activities, materials, methods, and theoretical principles for teaching mathematics and science in preschool and primary grades. Includes clinical observation and individualized teaching assignments. PREREQUISITE(S): ECE 290.

ECE 375
EARLY CHILDHOOD ASSESSMENT (PREREQ: ECE 290)
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. PREREQUISITE(S): ECE 290.

ECE 376
WORKSHOP FOR PRESERVICE TEACHERS
Various topics in contemporary early childhood. See schedule of classes for details.

ECE 384
EARLY CHILDHOOD EDUCATION CAPSTONE
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective early childhood educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. Students will develop a professional portfolio that reflects the standards of the various guiding professional organizations. The course is grounded in the School of Education’s framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. This course is taken before student teaching.

ECE 385
EARLY CHILDHOOD STUDENT TEACHING (PREREQ(S): APPLICATION & APPROVAL REQUIRED)
(12 credits) 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(S): Application and approval required. Open only to DePaul students.
IND STUDY IN EARLY CHILDHOOD EDU (PREREQ: PERMISSION FROM INSTRUCTOR, CHAIR & ASSOC DEAN)
PREREQUISITE(S): Permission from instructor, program chair and associate dean.

ECE 91
CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS (COREQ: ECE 290)
(1 credit) 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. COREQUISITE(S): ECE 290.

ECE 92
CLINICAL EXPERIENCES WITH YOUNG CHILDREN AND FAMILIES (COREQ: ECE 302)
(1 credit) 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. COREQUISITE(S): ECE 302.

ECE 93
CLINICAL EXPERIENCES WITH PRE-SCHOOLERS (COREQ: ECE 310)
(1 credit) 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. COREQUISITE(S): ECE 310.

ECE 94
CLINICAL EXPERIENCES IN PRIMARY GRADES (COREQ: ECE 311)
(1 credit) 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. COREQUISITE(S): ECE 311.

E-Commerce Technology

Undergraduate Course Descriptions E-Commerce Technology

E-Commerce Technology

ECT 250
INTERNET, COMMERCE, AND SOCIETY
An introduction of Internet technology, its application for commerce, and their social impact. This course surveys Internet technology, collaboration and commerce activities, digital media distribution, online communities, and social networking in the Internet environment.

ECT 310
INTERNET APPLICATION DEVELOPMENT
Development of Internet-based applications using client and server-side scripting. Students will design and build an Internet application that accesses a database. PREREQUISITE(S): CSC 212 or CSC 224.

ECT 330
ADVANCED INTERNET APPLICATION DEVELOPMENT
This is a programming course focusing on advanced Internet technologies such as tiered design of Internet applications, transactions, creating components, and Web services. PREREQUISITE(S): CSC 212 or CSC 262.

ECT 341
USABILITY ISSUES FOR ELECTRONIC COMMERCE
Design, prototyping and evaluation of e-commerce web sites. Context of usability in the project development life cycle. User/task analysis with emphasis on the first time and the infrequent user. Content organization.
User testing with low fidelity prototypes. Aesthetics and appeal. Students' projects involve design and/or evaluation of actual electronic commerce sites. (PREREQUISITE(S): HCI210. (Cross-listed as HCI 341).

ECT 355
INTERNET SYSTEMS: COLLABORATION, COMMERCE, AND MEDIA
This course examines the application of Internet technology to support collaboration, commerce, and digital media distribution activities. It will focus on the latest technologies, new development models and their social impact. Students will explore different models and develop applications to support collaborative commerce. Prerequisites: IT 230 or ECT 330

ECT 356
ADVANCED SERVER SIDE PROGRAMMING

ECT 357
MOBILE COMMERCE
Introduction to the wireless technology and its application for mobile commerce. A survey of wireless Internet, standards, platforms, wireless data services, location based technology, security, privacy, pricing and payment systems. Selection of mobile commerce services, the wireless application development, interface design, and content management Students will participate in group projects. PREREQUISITE(S): ECT 355.

ECT 359
E-COMMERCE TECHNOLOGY SENIOR PROJECT
Students will build complex web information systems using both client-side and server-side technology. Project teams will apply web engineering methodology to produce the final project with deliverables including strategy and requirement statement, site information architecture, interface design, prototyping, testing, promotion and measurement, feasibility study, and final presentation of team project. PREREQUISITE(S): ECT 355 AND IT215.

ECT 360
INTRODUCTION TO XML
An introduction to Extensible Markup Language (XML) and XML transformations. XML syntax, processing and validation. Namespaces. Transformations using XSLT and XPath. XML applications such as XHTML, RDF, SVG, XSL. PREREQUISITE(S): CSC 211 or CSC 261.

ECT 365
WEB SERVER OPERATIONS
This course will provide students with basic web server management and implementation skills, covering both the technologies fundamental to web servers operations and how these technologies impact the planning, installation, operations and management of web servers. Internet protocols, naming and routing. Site and service planning for different types of service offerings. Server configuration, maintenance and log analysis. Advanced management topics such as server farms, application servers, proxy and edge servers. PREREQUISITE(S): IT230

ECT 372
SOFTWARE PROJECT DEVELOPMENT AND MANAGEMENT
(Cross-listed with IS 372) In-depth study of the development and implementation process for both traditional and e-commerce software projects of all sizes. Project structuring, tools and techniques for scheduling and control, including project management software. Emphasis upon working within an organizational context. PREREQUISITE(S): IS 315.

ECT 390
TOPICS IN E-COMMERCE TECHNOLOGY
May be repeated for credit. PREREQUISITE(S): Either ECT 353 and ECT 355 or consent of instructor.
ECO 105
PRINCIPLES OF MICROECONOMICS (SELF, SOCIETY AND THE MODERN WORLD) (PREREQ: MAT 130 OR EQUIVALENT)
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(S): MAT 130 or equivalent.

ECO 106
PRINCIPLES OF MACROECONOMICS (SELF, SOCIETY AND THE MODERN WORLD) (PREREQ: MAT 130 OR EQUIVALENT)
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(S): MAT 130 or equivalent.

ECO 305
INTERMEDIATE MICROECONOMICS (PREREQ: ECO 105 AND BMS 125 OR ITS EQUIVALENT)
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(S): ECO 105 and BMS 125 or its equivalent.

ECO 306
INTERMEDIATE MACROECONOMICS (PREREQ(S): ECO 105, ECO 106 & BMS 125 OR ITS EQUIVALENT)
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. PREREQUISITE(S): ECO 105, 106, and BMS 125 or its equivalent.

ECO 307
MANAGERIAL ECONOMICS (PREREQ: ECO 105)
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(S):ECO 105.

ECO 310
URBAN ECONOMICS (PREREQ: ECO 105) (SELF, SOCIETY AND THE MODERN WORLD)
This course discusses the economic rationale for the existence of cities and urban areas. Location decision-making by both firms and households is analyzed with attention given to the resulting land values, land rents, population density gradients, and urban land use patterns. We study models of the supply and demand for housing, the measurement and determination of house value, and the corresponding problems of segregation, housing abandonment, property taxation, and public housing. Other urban problems such as poverty, crime, and transportation are also discussed. PREREQUISITE(S) ECO 105

ECO 311
BUSINESS AND ECONOMIC FORECASTING (PREQUISITE: ECO 375)
Business And Economic Forecasting: Students will learn forecasting tools for microeconomic variables such as sales and profits and macroeconomic variables such as interest rates and GDP growth rates. (PREREQUISITE: ECO 375)

ECO 313
SOCIAL CONTROL OF BUSINESS (PREREQ: ECO 105) (SELF, SOCIETY AND THE MODERN WORLD)
Social Control of Business. Relationships between government, business and society. Both the institutional
and theoretical aspects of governmental intervention in economic life examined. PREREQUISITE(S): ECO 105.

ECO 315
INTRODUCTION TO MONEY AND BANKING (PREREQ(S): ECO 105 AND ECO 106)
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. PREREQUISITE(S): ECO 105 and 106.

ECO 316
EUROPEAN ECONOMIC HISTORY (PREREQ(S): ECO 105 OR 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 is also discussed. PREREQUISITE(S): ECO 105 or 106.

ECO 317
AMERICAN ECONOMIC HISTORY (PREREQ: ECO 105 OR ECO 106) (UP: N. AMERICA)
American Economic History. This course addresses the major factors and institutions which have influenced the economic development of the United States, including differences in regional development, slavery, transportation improvements, western expansion, the rise of large scale business, and government policy responses. PREREQUISITE(S): ECO 105 or 106.

ECO 318
LABOR ECONOMICS AND ORGANIZATION (PREREQUISITE: ECO 105) (SELF, SOCTY & MDRN WRLD)
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(S): ECO 105.

ECO 319
ECONOMICS AND GENDER (PREREQ: ECO 105 OR ECO 106) (SELF, SOCIETY & MDRN WRLD)
Economics and Gender. This course covers economic trends concerning women in the economy and examines economic analyses of gender issues, with special emphasis on gender issues in the work place. The increase in the number of women in the work place has been a major change in labor markets, affecting workers, employers and families. Different economic perspectives are examined to give students an understanding of the range of contributions by economists to this field. The course also examines feminist economics which raises concerns about economic analysis in general and as it is applied to this field. PREREQUISITE(S): ECO 105 or ECO 106.

ECO 320
ECONOMICS OF RELIGION (CROSSLISTED W/ CTH 285) (PREREQ: ECO 105 OR ECO 106)
Economics of religion. This course examines selected economic and sociological aspects of religion in society. Some of the topics that are covered include marriage and divorce, fertility and population growth, schooling, church contributions and work. PREREQUISITE(S): ECO 105 or ECO 106.

ECO 325
THE ECONOMICS OF POVERTY (PREREQ(S): ECO 105 AND ECO 106)
The Economics of Poverty. This class addresses society's view of poverty. It begins with an introduction to theories of economic justice for perspective. The introduction is followed by empirical issues related to the measurement of poverty and identification of its causes. An assessment of programs designed to ameliorate the effects of poverty also is covered. PREREQUISITE(S): ECO 105 and 106.

ECO 330
THE ECONOMICS OF SOCIALISM (PREREQ: ECO 105) (SELF, SOCIETY AND THE MODERN WORLD)
The Economics of Socialism. The origin of socialist economic theory and its relationship to modern economic analysis. Socialist critiques of capitalist economies and capitalist economic theory are developed and related to the theoretical basis for socialism in modern economic theory. PREREQUISITE(S): ECO 105. Strongly recommended: 305 or 340.

ECO 333
TOPICS IN GLOBAL ECONOMIES (SELF, SOCIETY AND THE MODERN WORLD) (PREREQ(S): ECO 105 AND ECO 106)
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 (Economics 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. PREREQUISITE(S): ECO 105 and 106.

ECO 335
ENERGY AND ENVIRONMENTAL ECONOMICS (PREREQ: ECO 105)
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(S): ECO 105.

ECO 340
DEVELOPMENT OF ECONOMIC THOUGHT (PREREQ: 105 OR 106) (UP: EUROPE)
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 present economic and political issues. PREREQUISITE(S): ECO 105 or 106.

ECO 342
STATISTICS FOR ECONOMICS (PREREQ(S): ECO 105, BMS 125, BMS 126 AND JR STANDING)
Statistics for Economics. Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. PREREQUISITE(S): ECO 105 and junior standing, BMS 125, 126.

ECO 360
ECONOMICS OF LOW-INCOME COUNTRIES (PREREQ: ECO 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(S): ECO 105.

ECO 361
INTERNATIONAL TRADE (PREREQ: ECO 105)
International Trade. This course deals primarily with the trade side of international economic relations, the gains from trade and barriers to trade. The main objective is the development of analytical tools required for an understanding of the gains from trade and barriers to trade. 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(S): ECO 105.

ECO 362
INTERNATIONAL MONETARY ECONOMICS (PREREQ: ECO 106)
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(S): ECO 106.

ECO 375
INTRODUCTION TO ECONOMETRICS (PREREQ(S): ECO 105, ECO 106, BMS 142 OR EQUIVALENT)
Introduction to Econometrics. Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation and correlation. PREREQUISITE(S): ECO 105, ECO 106 and BMS 142 or its equivalent.

ECO 380
MATHEMATICAL ECONOMICS (PREREQ(S): ECO 105 AND BMS 125 AND 126 OR EQUIVALENT)
Mathematical Economics. Review of various mathematical functions useful in formulating economic theories followed by elements of Matrix algebra and its application to concepts of micro and macro economic equilibria. Particular emphasis will be placed on differential calculus, including the use of partial derivatives. These mathematical tools will be applied to optimization problems in micro and macro economic theory. PREREQUISITE(S): ECO 105 and BMS 125 and 126 or equivalent.
ECO 395
CAPSTONE SEMINAR IN ECONOMICS (PREREQUISITES: LA&S ECONOMICS MAJORS WITH SENIOR STANDING)
A seminar in which students explore how the discipline of economics addresses issues from a different perspective than other disciplines within and beyond the social sciences. This course is the Liberal Studies Capstone Requirement for the LA&S Economics major and is restricted to LA&S economics majors with senior standing. PREREQUISITES: LA&S ECONOMICS MAJORS WITH SENIOR STANDING

ECO 398
SPECIAL TOPICS (PREREQ: JR STANDING REQUIRED & SELECT PREREQS VARY BY TOPIC. CONSULT CLASS NOTES.
Special Topics. Content and format of this course are variable. All topics will include an in-depth study of current issues in Economics. Subject matter will be indicated in class schedule. PREREQUISITE(S): Junior standing required and select prerequisites vary by topic. Consult class notes for details.

ECO 399
INTERNATIONAL FINANCIAL ANALYSIS (PREREQ: WRITTEN PERMISSION BY DIRECTOR)
Independent Study. Available to students of demonstrated capability for intensive independent work in economics. PREREQUISITE(S): Written permission of supervising faculty member, chair, and director of undergraduate programs is required prior to registration.

Education - General

Undergraduate Course Descriptions - Education - General

EDU 25
BASIC TECHNOLOGY LITERACY
Basic Technology Literacy.

EDU 95
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.

Elementary Education

Undergraduate Course Descriptions - Elementary Education

Elementary Education

EE 195
METHODS-STRATEGIES IN TEACHING THE BILINGUAL/BICULTURAL CHILD
Methods-strategies in teaching the bilingual/bicultural child.

EE 203
SCHOOL-COMMUNITY RELATIONS
Focuses on the roles of teachers and parents in the total education of the children. It will explore the influence
of language and culture on the interaction of teachers and parents.

EE 204
CULTURES IN CONTRAST AND CONFLICT
This course emphasizes strategies to teach culture and conflict resolution in the classroom setting. It will also compare cultures on six separate components.

EE 242
TEACHING ENGLISH AS A SECOND LANGUAGE
Focuses on techniques to teach English as a second language to non-English speaking children at the beginning, intermediate, and advanced levels.

EE 281
INTRODUCTION TO EDUCATIONAL PRACTICE
Students will engage in critical reflection of the roles of elementary educators and be guided into a self-discovery of their own potential success in the profession. In order for reflection to be meaningful, students are required to participate in clinical experiences that include interaction with educators and children. Theory and practice will be fused together as students engage in curriculum design, instructional presentations, assessment of learning, class management and general decision-making inherent in classroom teaching. As a result of this course, students should begin to develop a professional portfolio.

EE 303
METHODS OF TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL
Methods Of Teaching Language Arts In The Elementary School

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 EARLY YEARS (PREREQ: EE 281 AND SEE DESC.)
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(S): EE 281 and 25 hours of Clinical Experience.

EE 319
TEACHNG CHILDREN MUSIC PERFORMING, LISTENING, & CREATING (PREREQ: EE 281 & MUS 101)
Teaching Children Music Performing, Listening, & Creating (prereq: Ee 281 & Mus 101)

EE 324
READING/LANGUAGE ARTS IN THE EARLY YEARS (PREREQ: ECE 290 OR EE 281)
This course focuses on 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(S): ECE 290 or EE 281.

EE 326
READING/LANGUAGE ARTS IN INTERMEDIATE AND MIDDLE GRADES (PREREQ: EE 324 OR CONSENT)
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(S): EE 324 or consent of the instructor.

EE 327
TEACHING READING & LANGUAGE ARTS IN THE ELEM SCHL-EMPHASIS ON BILINGUAL CHILD
Teaching reading and language arts in the elementary schools with emphasis on the bilingual child.

EE 332
EE 333
TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS (PREREQ: EE 281, MAT 110 & MAT 111)
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(S): EE 281, MAT 110 & MAT 111.

EE 334
ELEMENTARY SCIENCE INQUIRY TEACHING STRATEGIES (PREREQ: EE 281)
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(S): 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 342
METHODS: ART IN THE ELEMENTARY SCHOOL (MATERIAL FEE)
Methods: Art In The Elementary School (material Fee)

EE 344
ART AND MUSIC IN THE ELEMENTARY SCHOOL (PREREQ: EE 281)
This course is designed to engage prospective elementary school teachers in activities that enhance their understanding of the theoretical content and methodological strategies related to successfully integrating art and music into the elementary school curriculum. PREREQUISITE(S): EE 281.

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 (PREREQ: EE 281)
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 educational values. PREREQUISITE(S): EE 281.

EE 360
INSTRUCTIONAL TECHNOLOGY FOR ALL STUDENTS
The course provides an introduction to the use of various technologies as learning tools for students in p-12 classrooms. It examines how students interact with technology, what technologies are available to help students learn, issues related to technology access, and how to evaluate existing and emerging technology. Classroom software will be demonstrated. Students are assumed to have general familiarity with computers, Internet use, e-mail, and productivity software as well as a basic understanding of student learning and issues in education. Pre-requisite: Introduction to computers or instructors permission

EE 376
WORKSHOP FOR PRE-SERVICE TEACHERS
Various topics in contemporary education. See schedule for details.
EE 384
CAPSTONE IN ELEMENTARY EDUCATION (COREQ: EE 385)
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to elementary education. The course is grounded in the School of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies Program. COREQUISITE(S): EE 385.

EE 385
ELEMENTARY STUDENT TEACHING (PREREQ(S): APPLICATION AND APPROVAL REQUIRED)
(12 credits) 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(S): Application and approval required. Open only to DePaul students.

EE 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
(1 to 2 credits) PREREQUISITE(S): Permission of program chair.

English

Undergraduate Course Descriptions

English

ENG 101
BASIC WRITING I (NOTE: 1 HOUR LAB PER WEEK REQUIRED) (FORMERLY WRC 101)
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.

ENG 102
BASIC WRITING II (FORMERLY WRC 102)
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).

ENG 103
COMPOSITION AND RHETORIC I (FIRST YEAR PROGRAM)
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 (FIRST YEAR PROGRAM) (PREREQ: ENG 103 OR EQUIVALENT)
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(S): ENG 103 or equivalent.

ENG 120
READING LITERATURE (ARTS AND LITERATURE) (PREREQ: ENG 103)
Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres. PREREQUISITE(S): ENG 103.

ENG 200
WRITING IN THE DISCIPLINES
Preparation for writing in academic disciplines. Special attention to forms, conventions, and expectations in university writing at the intermediate level.

ENG 201
CREATIVE WRITING (PREREQ: ENG 104)
Experience in writing and analyzing poetry and short prose fiction. May not be taken pass/fail. PREREQUISITE(S): ENG 104.

ENG 202
PROFESSIONAL WRITING FOR BUSINESS (PREREQ: ENG 104)
Effective organization and design of documents common in business life - letters, memos, reports, and resumes. Attention to audience, purpose, and style. Two quarter hours credit. PREREQUISITE(S): ENG 104.

ENG 203
GRAMMAR AND STYLE FOR WRITERS (PREREQ: ENG 104)
A review of English grammar and usage for students interested in professional and literary writing and in teaching English; includes some basic editing practices. PREREQUISITE(S): ENG 104.

ENG 204
TECHNICAL WRITING (PREREQ: ENG 104)
Develops proficiency in an explicit, precise style applicable to forms of writing common to technology, science, and business. PREREQUISITE(S): ENG 104.

ENG 205
ENGLISH STUDIES: POETICS [PREREQ(S): ENG 104]
An introduction to terms and texts central to the study of literature at key historical junctures. Particular attention will be given to dramatic, lyric, and narrative genres and the dynamic relationships between literary production and analysis. Prerequisites: ENG 104.

ENG 206
INTRODUCTION TO PROFESSIONAL WRITING (PREREQ: ENG 104)
Introduces essential concepts in professional writing such as reader-orientation; audience analysis; using information sources such as statistics, surveys, and interviews; the relationship of image and text; language use in professional writing contexts. PREREQUISITE(S): ENG 104.

ENG 207
ENGLISH STUDIES: INTRODUCTION TO WRITING AND RHETORIC [PREREQ(S): ENG 104]
An introduction to key concepts in the history of rhetoric, the development and current state of rhetoric and writing, and the impact of rhetoric on contemporary life. The course aims at understanding rhetoric as a theoretical approach, a set of practices, and a discipline. Prerequisites: ENG 104.

ENG 208
INTRODUCTION TO REASONED DISCOURSE (PREREQ: ENG 104)
Study of the problems of reasoned discourse, emphasizing invention and construction of arguments for varied audiences. PREREQUISITE(S): ENG 104.

ENG 211
ENGLISH STUDIES: LANGUAGE AND STYLE [PREREQ(S): ENG 104]
An introduction to elements of the linguistic structure of English as they are employed to create stylistic effects in writing. The course aims at clarifying ways that language can affect audiences' perceptions and responses to writing. Prerequisites: ENG 104.

ENG 219
READING AND WRITING POETRY (PREREQUISITE(S): ENG 104)
An introduction to the art of poetry through analysis and criticism of poems by established poets and through writing and revising the student's own poems. PREREQUISITE(S): ENG 104.

ENG 220
READING POETRY (PREREQ: ENG 103)
A comprehensive introduction to English and American poetry, poetic forms and meters, and the vocabulary of poetic study. PREREQUISITE(S): ENG 103.
ENG 222
INTRODUCTION TO AMERICAN CULTURE
A multidisciplinary approach to the study of American culture, with emphasis on popular, folk, and academic art forms.

ENG 227
STUDIES IN DRAMA [A&L] [PREREQUISITE(S): ENG 103]
Studies in Drama is an introduction to the appreciation and analysis of drama as a cultural form, with attention to both text and performance. Readings vary, including plays from different dramatic genres, historical periods, and cultures. Prerequisite(s): ENG 103.

ENG 228
INTRODUCING SHAKESPEARE (ARTS AND LITERATURE) (PREREQ: ENG 103; SEE DESCRIPTION)
Introduction to the basic structures and conventions of representative plays by William Shakespeare, emphasizing film and stage interpretations. PREREQUISITE(S):ENG 103. May not be taken by students who have completed ENG 328, Shakespeare.

ENG 245
THE BRITISH NOVEL (ARTS AND LITERATURE) (PREREQ: ENG 103)
Introduction to the historical development, literary forms, and intellectual scope of the British novel from 1700 to the present. Key topics include the representation of gender, class, and empire. PREREQUISITE(S):ENG 103.

ENG 265
THE AMERICAN NOVEL (ARTS AND LITERATURE) (PREREQ: ENG 103)
Studies in the American novel. Variable emphasis on the historical development, regional expression, multicultural scope, ethical engagement, and/or recurring thematic concerns of the genre. PREREQUISITE(S):ENG 103.

ENG 270
LITERARY RESEARCH AND WRITING (PREREQ: ENG 104)
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. PREREQUISITE(S):ENG 104.

ENG 272
LITERATURE AND IDENTITY (ARTS AND LITERATURE) (PREREQ: ENG 103)
Studies in the literary expression and representation of identity. May not be repeated. PREREQUISITE(S):ENG 103.

ENG 275
LITERATURE AND FILM (ARTS & LITERATURE) (PREREQ: ENG 103)
Introduction to the comparative study of literature and film. Emphasis on construction of narrative, development of character, point-of-view, and adaptation across genres and mediums. May not be repeated. PREREQUISITE(S):ENG 103.

ENG 280
WORLD LITERATURE TO 1500 (ARTS AND LITERATURE) (PREREQ: ENG 103)
Introduction to selected examples of world literature to 1500, focusing on mythology, epic and drama. PREREQUISITE(S): ENG 103

ENG 281
WORLD LITERATURE SINCE 1500 (ARTS AND LITERATURE) (PREREQ: ENG 103)
Introduction to examples of world literature since 1500. Focuses primarily on explorations of self and the world in drama, poetry, and the novel from the Renaissance through the Modern eras. PREREQUISITE(S): ENG 103

ENG 284
THE BIBLE AS LITERATURE (ARTS AND LITERATURE) (PREREQ: ENG 103)
Introduction to the major stories, genres (e.g., poems, parables, prophecies) and intra-textual echoes of the Bible. PREREQUISITE(S):ENG 103.

ENG 286
TOPICS IN POPULAR LITERATURE (PREREQ: ENG 103)
Studies in the forms and functions of popular fiction. Variable emphasis on particular genres, including mystery and detective fiction, fantasy, science fiction, romance, gothic. Variable topics. (See schedule for current offerings.) May be repeated on different topics. PREREQUISITE(S): ENG 103.

ENG 288
AUTOBIOGRAPHY AND BIOGRAPHY (ARTS AND LITERATURE) (PREREQ: ENG 103)
Introduction to the forms, functions, problems and purposes of life-writing. PREREQUISITE(S): ENG 103.

ENG 291
INTERMEDIATE FICTION WRITING (PREREQ: ENG 201)
Writing and analyzing short prose fiction. May be taken twice. May not be taken pass/fail. PREREQUISITE(S): ENG 201.

ENG 292
INTERMEDIATE POETRY WRITING (PREREQ: ENG 201)
Writing and analyzing poems. May be taken twice. May not be taken pass/fail. PREREQUISITE(S): ENG 201.

ENG 300
COMPOSITION AND STYLE (PREREQ: ENG 104)
Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles. PREREQUISITE(S): ENG 104.

ENG 301
WRITING IN THE PROFESSIONS (PREREQ: ENG 104)
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(S): ENG 104.

ENG 303
SEMIOTICS (PREREQ: ENG 104)
Nonverbal codes and their implications for understanding cultures. PREREQUISITE(S): ENG 104.

ENG 306
RHETORIC (PREREQ: ENG 104)
Study of the principles of rhetoric, the interpretation of texts, and the elements of persuasive writing. PREREQUISITE(S): ENG 104.

ENG 307
ADVANCED FICTION WRITING [PREREQ(S): ENG 201]
Writing and analyzing short prose fiction, for students with prior workshop experience. May be taken twice. May not be taken pass/fail. PREREQUISITE(S): ENG 201.

ENG 308
ADVANCED POETRY WRITING [PREREQ(S): ENG 201]
Writing and analyzing poems, for students with prior workshop experience. May be taken twice. May not be taken pass/fail. PREREQUISITE(S): ENG 201.

ENG 309
TOPICS IN WRITING (PREREQ: ENG 104)
See schedule for current offerings. PREREQUISITE(S): ENG 104.

ENG 310
ENGLISH LITERATURE TO 1500 (PREREQ: ADVANCED STANDING IN ENGLISH)
Survey of English literature from the beginnings to 1500. PREREQUISITE(S): Advanced Standing in English.

ENG 311
CHAUCER (PREREQ: ONE PREVIOUS LITERATURE COURSE)
PREREQUISITE(S): one previous literature course

ENG 319
TOPICS IN MEDIEVAL LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
See schedule for current offerings PREREQUISITE(S): one previous literature course

ENG 320
ENGLISH RENAISSANCE LITERATURE (PREREQ: ADVANCED STANDING IN ENGLISH)
Survey of English literature from 1500 to 1660. PREREQUISITE(S): Advanced Standing in English.

ENG 324
SHAKESPEARE AND MUSIC (ARTS AND LITERATURE) (PREREQ: ENG 103) (CROSS-LISTED: MUS 359)
Focus on the treatment of several Shakespeare plays in the works of various composers, with comparative study of themes, characters, and incidents. PREREQUISITE(S): ENG 103.

ENG 327
MILTON (PREREQ: ONE PREVIOUS LITERATURE COURSE)
PREREQUISITE(S): one previous literature course

ENG 328
SHAKESPEARE (PREREQ: ADVANCED STANDING IN ENGLISH)
PREREQUISITE(S): Advanced Standing in English.

ENG 329
TOPICS IN RENAISSANCE LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
See schedule for current offerings. PREREQUISITE(S): one previous literature course

ENG 330
RESTORATION AND 18TH CENTURY LITERATURE (PREREQ: ADVANCED STANDING IN ENGLISH)
Survey of English literature from 1660 to 1780. PREREQUISITE(S): Advanced Standing in English.

ENG 339
TOPICS IN RESTORATION AND 18TH CENTURY ENGLISH LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
See schedule for current offerings. PREREQUISITE(S): one previous literature course

ENG 340
NINETEENTH CENTURY ENGLISH LITERATURE (PREREQ: ADVANCED STANDING IN ENGLISH)
Survey of English literature from 1780 to 1900. PREREQUISITE(S): Advanced Standing in English.

ENG 346
NINETEENTH CENTURY IRISH LITERATURE (PREREQ(S): ONE PREVIOUS LITERATURE COURSE)
This course focuses on some of the important works of nineteenth-century Irish literature. It sees them as engaging with the often traumatic political and social changes of their time. PREREQUISITE(S): ONE PREVIOUS LITERATURE COURSE

ENG 349
TOPICS IN NINETEENTH CENTURY ENGLISH LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
See schedule for current offerings PREREQUISITE(S): one previous literature course

ENG 350
MODERN BRITISH LITERATURE (PREREQ: ADVANCED STANDING IN ENGLISH)
Survey of English and Irish literature in the twentieth century. PREREQUISITE(S): Advanced Standing in English.

ENG 354
THE IRISH REVIVAL (PREREQ(S): ONE PREVIOUS LITERATURE COURSE)
The course invites a study of the cultural ferment of the decades from the 1890's to the 1920's in Ireland. Particular attention will be given to an introduction to the work of canonical writers such as Yeats and Joyce who emerged from it. PREREQUISITE(S): one previous literature course.

ENG 355
MODERN IRISH LITERATURE
This course provides an introduction to Irish literature, including some poems in the Irish language with English translations on facing pages, written from the Literary Revival to the late twentieth century. It emphasizes the transitions from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers.

ENG 357
TOPICS IN IRISH STUDIES (PREREQ: ONE PREVIOUS LITERATURE COURSE)
See schedule for current offerings PREREQUISITE(S): one previous literature course
ENG 359
TOPICS IN MODERN BRITISH LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
See schedule for current offerings PREREQUISITE(S):one previous literature course

ENG 360
EARLY AMERICAN LITERATURE (PREREQ: ADVANCED STANDING IN ENGLISH)
Survey of American literature from the beginnings to 1830 PREREQUISITE(S):Advanced Standing in English.

ENG 361
ROMANTICISM IN AMERICAN LITERATURE (PREREQ: ADVANCED STANDING IN ENGLISH)
Survey of American literature from 1830 to 1860. PREREQUISITE(S):Advanced Standing in English.

ENG 362
REALISM AND NATURALISM IN AMERICAN LITERATURE (PREREQ: ADVANCED STANDING IN ENGLISH)
Survey of American literature from 1860 to 1910. PREREQUISITE(S):Advanced Standing in English.

ENG 364
AMERICAN GENRE STUDIES (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Studies in American drama, poetry, short story, or novel. PREREQUISITE(S):one previous literature course

ENG 365
MODERN AMERICAN FICTION (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Major American writers of fiction in the twentieth century. PREREQUISITE(S):one previous literature course

ENG 366
MODERN POETRY (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Twentieth-century English and American Poetry. PREREQUISITE(S):one previous literature course

ENG 367
TOPICS IN AMERICAN STUDIES (PREREQ: ONE PREVIOUS LITERATURE COURSE)
See schedule for current offerings. PREREQUISITE(S):one previous literature course.

ENG 369
TOPICS IN AMERICAN LITERATURE [PREREQ(S): ONE PREVIOUS LITERATURE COURSE]
See schedule for current offerings. PREREQUISITE(S):one previous literature course

ENG 370
HISTORY OF THE ENGLISH LANGUAGE (PREREQ: ENG 104)
Examination of the development of vocabulary and structure of English from its beginnings to contemporary British and American English usage. PREREQUISITE(S):ENG 104.

ENG 371
AFRICAN-AMERICAN FICTION (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Selected novels and short fiction by twentieth-century African-American writers. PREREQUISITE(S):one previous literature course

ENG 372
AFRICAN-AMERICAN POETRY AND DRAMA (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Survey of African-American poetry and drama from 1865 to the present. PREREQUISITE(S):one previous literature course.

ENG 373
MULTIETHNIC LITERATURE OF THE U.S. (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Readings in recent literature, primarily fiction, by American writers of various ethnic backgrounds, exploring the evolving concept of ethnicity in literature. PREREQUISITE(S):one previous literature course

ENG 374
AMERICAN INDIAN LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Study of literature by Native-American writers with emphasis on twentieth-century works. PREREQUISITE(S):one previous literature course

ENG 375
STUDIES IN SHORT FICTION (PREREQ: ONE PREVIOUS LITERATURE COURSE)
The development of European, English, and American short fiction. PREREQUISITE(S): one previous literature course

ENG 376
STYLISTICS (CROSS-LISTED AS ENG 408) (PREREQ: ENG 104)
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. PREREQUISITE(S): ENG 104.

ENG 377
WRITING AND SOCIAL ENGAGEMENT (JUNIOR YEAR EXPERIENTIAL LEARNING: SERVICE) (PREREQ: ENG 104)
Using writing within community service. See schedule for current offerings. PREREQUISITE(S): ENG 104.

ENG 378
LITERATURE AND SOCIAL ENGAGEMENT (JR YR EXPERIENTL LRNG: SERVICE) (PREREQ: ENG 104)
Study of selected literary works in the contexts of community service. See schedule for current offerings. PREREQUISITE(S): ENG 104.

ENG 379
TOPICS IN LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
See schedule for current offerings. PREREQUISITE(S): one previous literature course

ENG 380
MASTERPIECES OF WORLD LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Selected works in translation. Alternating emphases: from Classical Antiquity to the Middle Ages, or from the Renaissance to the present. PREREQUISITE(S): one previous literature course

ENG 381
LITERARY THEORY (PREREQ(S): ADVANCED STANDING IN ENGLISH OR PERMISSION OF INSTRUCTOR)
Study of the major approaches to analyzing literature, including formalist, historicist, psychoanalytic, post-structuralist, and feminist readings. PREREQUISITE(S): Advanced Standing in English or permission of the instructor.

ENG 382
MAJOR AUTHORS (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Study of one or two major writers. May be repeated on different authors. See schedule for current offerings. PREREQUISITE(S): one previous literature course

ENG 383
WOMEN AND LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
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. PREREQUISITE(S): one previous literature course

ENG 385
MYTHOLOGY AND THE DRAMATIC ARTS (CROSS-LISTED AS MLS 465) (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Classical mythology in drama. PREREQUISITE(S): one previous literature course

ENG 386
POPULAR LITERATURE (PREREQ: ONE PREVIOUS LITERATURE COURSE)
Studies in selected forms of popular literature. PREREQUISITE(S): one previous literature course

ENG 389
TOPICS IN COMPARATIVE LITERATURE (PREREQ: ENG 104)
See schedule for current offerings. PREREQUISITE(S): ENG 104.

ENG 390
SENIOR CAPSTONE SEMINAR (PREREQ: ADVANCED STANDING IN ENGLISH AND SENIOR STANDING)
Senior Seminar In Literature: a capstone course. See schedule for current offerings. Prerequisite: Advanced Standing in English and Senior Standing

ENG 391
TEACHING ENGLISH (PREREQ: ADVANCED STANDING IN ENGLISH)
Developing strategies for teaching composition, literature, and language skills to secondary-school students.
PREREQUISITE(S): Advanced Standing in English.

ENG 392
INTERNESHIP (PREREQ: JUNIOR STANDING)
PREREQUISITE(S): Junior standing.

ENG 395
WRITING CENTER THEORY AND PEDAGOGY (CROSS-LISTED AS ENG 482) (PREREQ: ENG 104)
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.)
PREREQUISITE(S): ENG 104.

ENG 397
NEWBERRY LIBRARY SEMINAR (PERMISSION OF DIRECTOR REQUIRED)
Newberry Library Seminar (permission Of Director Required)

ENG 398
LITERARY AND CULTURAL HERITAGE (PREREQ: PERMISSION)
Study tours - locations, topics, fees, and credit vary. PREREQUISITE(S): by permission.

ENG 399
INDEPENDENT STUDY (PREREQ: WRITTEN PERMISSION)
Written permission of supervising faculty member and of department chairman required before registration.
PREREQUISITE(S): by permission

ENG 987
History Term Update

Environmental Science

Undergraduate Course Descriptions

Environmental Science

ENV 101
INTRO TO ENVIRONMENTAL SCIENCE WITHOUT LAB (SI:QT) [CANNOT RECEIVE CREDIT FOR BOTH ENV 101 & 102]
ENV 101, like ENV 102, provides an overview of the interrelationships between humans and their environment from a scientific perspective. This course is designed to provide an understanding of 1) basic ecological principles and how these principles apply to human populations, 2) how cultural and societal institutions influence the availability and use of resources, 3) major environmental problems and their causes, and 4) the application of scientific knowledge and methodology to resource management. The format of this course is lecture and discussion. Cannot receive credit for both ENV 101 and ENV 102.

ENV 102
INTRO TO ENVIRONMENTAL SCIENCE WITH LAB (SI:QL) [CANNOT RECEIVE CREDIT FOR BOTH ENV 101 & 102]
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. Cannot receive credit for both ENV 101 & ENV 102.

ENV 105
PHYSICAL GEOLOGY (CROSS-LISTED PHY/GEO 105)
Physical Geology (cross-Listed Phy/Geo 105)
ENV 115
ENVIRONMENTAL GEOLOGY (SI: LAB/QUANT) (STUDENTS CANNOT RECEIVE CREDIT FOR BOTH ENV 115 AND ENV 116)
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. Students cannot receive credit for both ENV 115 and ENV 116.

ENV 116
GEOLGY OF THE ENVIRONMENT [CANNOT RECEIVE CREDIT FOR BOTH ENV 115 AND ENV 116]
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 aspects of waste disposal and pollution. The course includes a mandatory field trip. Students cannot receive credit for both ENV 115 and ENV 116.

ENV 117
EARTH THROUGH TIME WITH LABORATORY
A general introduction to the 4.6 billion-year geologic history of planet Earth. The course scientifically explores the history of the earth from its formation to present day, the origin and transformation of rocks, internal and external geologic processes and structures, evolution and extinction of organisms, and patterns of Earth's environmental conditions through time. The course includes a three-hour lab.

ENV 200
CITIES AND THE ENVIRONMENT
This course focuses on the interactions between urban areas and the 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.

ENV 202
RESOURCES, POPULATION, AND THE ENVIRONMENT (SI: ELECTIVE)
A course on the relationship between the exploitation of the biological, mineral and energy resources of the earth to support an increasing population, and the environmental effects of this development.

ENV 204
ENERGY AND THE ENVIRONMENT [PREREQ(S): ISP 120]
This course is designed to provide students with the scientific tools necessary to understand and critically evaluate both personal and policy decisions regarding the variety of options (e.g. fossil fuel, solar, wind, etc.) for energy generation and use. The course also focuses on the environmental impacts of all forms of energy, from the extraction of fossil fuels and mineral resources from the earth, to the generation, distribution and consumption of energy, and ultimately emission of fossil fuel combustion products, notably carbon dioxide and other heat trapping gasses, to the atmosphere. Prerequisite(s): ISP 120

ENV 211
BIOGEOGRAPHY
Biogeography is the study of the distribution of plants and animals on the Earth's surface, and the historical and ecological factors and human activities responsible. It asks questions such as: Why were placental mammals absent from (pre-European) Australia, while marsupials were abundant? How are current plant species' distributions different from those of the past, and what implications does this have for their ability to respond to global changes? Why have islands sustained so many extinctions compared to mainlands? Why are there so many insect species in the tropics and so few at high latitudes? How are humans changing the Distribution and abundances of plant and animals? This course explores these and other such questions. The goal is to understand biodiversity patterns and processes cross earth, and how this knowledge can help maintain biological communities in human-dominated, 21st century landscapes.

ENV 216
EARTH SYSTEM SCIENCE
This course uses a systems approach, to investigate the fundamental structure of functions, processes and changes within, and dynamic interactions (cycling) among Earth’s living and non-living systems. This course is designed for students with fundamental grounding in biology, chemistry, ecology, and mathematics.

ENV 217
HUMAN IMPACTS ON THE ENVIRONMENT (PREREQ(S): ENV 216 OR PERMISSION)
A science-based course that examines the interface between humans and the living and non-living environment, the consequences of these interactions, and options for mitigating environmental impacts. PREREQUISITE(S): ENV 216 or permission.

ENV 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.

ENV 224
ENVIRONMENT OF THE CHICAGO RIVER (SI: LAB/QUANT)
This course focuses on the natural environment of the Chicago River watershed. It is a discussion of the physical geography, geology, ecology, and water quality of the river. The course includes a three-hour laboratory.

ENV 230
GLOBAL CLIMATE CHANGE
This course introduces the student to the general principles of climate changes and how it affects weather, agriculture, ocean levels, etc. In recent years, the problem of global climate change became one of the most important issues in science and politics. This course will cover topics like natural and human made climate changes, the handling of proxy data and data methods, and social behavior.

ENV 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.

ENV 260
ENVIRONMENTAL DATA ANALYSIS (PREREQ(S): MAT 150 OR PERMISSION)
This course provides an overview of the biometrical techniques employed in the analysis of environmental data. Topics include: handling of data, experimental designs, testing for differences between an experimental and a control group, testing for differences among many groups, and determining trends in data. Data from the environmental sciences is used throughout, and students are introduced to appropriate software for data analysis. PREREQUISITE(S): MAT 150 or permission.

ENV 270
TROPICAL BIOLOGY AND CONSERVATION
This field-oriented course examines the ecology of tropical terrestrial and marine ecosystems in the Bahamas and the history and impact of human use of these environments. December quarter course.

ENV 294
SECOND YEAR SEMINAR
The purpose of this course is to improve the environmental literacy of our students, and to begin to introduce them to the department and their fellow students. This class will meet once per week. Readings and articles on environmental science and the environment will be assigned and discussed in class. 1 quarter hour

ENV 300
PLANT IDENTIFICATION (PREREQ(S): BIO 103 OR CONSENT)
An in-depth overview of plant families and species in the Chicagoland area. Lectures will focus on morphology of plants, evolutionary relationships among plant families, and terminology of plant structures. Students will use botanical keys and manuals for the area to identify plants and will learn collection techniques. Plant species will be collected in their natural habitats during field trips. A weekend field trip is required. Prerequisites: BIO 103 or consent of instructor.

ENV 320
CONSERVATION BIOLOGY (PREREQ(S): BIO 215 OR PERMISSION)
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(S): BIO 215 or permission.

ENV 322
ECOSYSTEM ECOLOGY (JR YR EXPERIENTIAL LEARNING:SERVICE)
This course will introduce students to the conceptual and methodological tools of ecosystem ecology. The course will focus on understanding the fundamental structure and function of ecosystems but will also address very recent debates on the economic value of ecosystem services, the role of biological diversity in maintaining ecosystem processes, and the consequences of stressed and degraded ecosystems for human welfare. The course includes a weekly lab.

ENV 324
FOREST ECOLOGY
Forest Ecology

ENV 330
FIELD METHODS (PREREQ(S): BIO 103 OR 215 OR PERMISSION)
A laboratory course designed to educate students in the execution and application of field techniques used in environmental science. Emphasis on the areas of ecology, earth science, and urban forestry. PREREQUISITE(S): BIO 103 or 215 or permission.

ENV 340
URBAN ECOLOGY
There is a growing awareness of the functional importance of trees contributing to improved air quality, minimizing noise pollution, protecting rivers from nutrient pollutant runoff, and in maintaining biodiversity. This course will discuss this broad spectrum of notions concerning urban forestry. The class will include some field days.

ENV 342
NATURAL HISTORY OF FORESTS
This course is designed to give a comprehensive introduction to the natural history of one particular biome, namely forests. It will provide a comprehensive overview of world forests from both a botanical and zoological perspective. Objectives will be: 1) to provide a systems level understanding of the physical and biological forces which determine the structure of forest plant and animal communities; and 2) to survey the natural history of selected biological groups. It will include a field component and trips to areas of botanical interest in Chicago.

ENV 350
ENVIRONMENTAL IMPACT ANALYSIS: CAPSTONE
Students are introduced to the public policy-making process, with particular emphasis on the evolution of the National Environmental Policy Act (NEPA) of 1969. The students conduct an environmental analysis and then prepare an environmental impact statement (EIS) following NEPA guidelines. There is a mandatory two-hour discussion section.

ENV 360
RESEARCH METHODS
The purpose of this course is to improve the skills of environmental science majors in using various forms of information technology (e.g., indexes and databases, journals, Internet, WWW, etc.), and in writing research proposals. Students will select a topic and then write a thorough and detailed research proposal. 1 quarter hour.

ENV 361
SENIOR THESIS [PREREQ(S): ENV 360] [JRYR]
The student will choose a faculty mentor and a project. The project may be based on lab, field, or library research. The grade for the thesis will be based on the thesis and on a seminar on the thesis presented to the ES students and faculty. PREREQUISITE(S): ENV 360.

ENV 362
SENIOR THESIS (PREREQ(S): ENV 360)
The student will choose a faculty mentor and a project. The project may be based on lab, field, or library research. The grade for the thesis will be based on the thesis and on a seminar on the thesis presented to the ES students and faculty. This course may be taken more than one time for credit. PREREQUISITE(S): ENV 360. Variable credit.

ENV 370
ECOSYSTEM METHODS AND RESEARCH
Dr. Heneghan teaches this field methods course at the Ecosystem level. The course will focus on the methodological tools needed to initiate and carry-out long-term observations on ecosystem properties of an
eastern deciduous forest. Students will learn the elements of ecosystem study design, and the field techniques required for studying productivity and decomposition. The data generated by the class will be archived and used as a starting point for subsequent studies of the same design.

ENV 390
SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE
Variable topics. Consult schedule or our web-site for offering.

ENV 394
THIRD YEAR SEMINAR
Students enrolled in the course will present a seminar on an environmental topic. 1 quarter hour

ENV 395
ENVIRONMENTAL INTERNSHIP (PREREQ(S): JUNIOR STATUS OR PERMISSION) (JR YEAR EXPER LEARNING)
The student will work or participate for eight or more hours a week for a quarter with a government agency, corporation, business or non-profit organization to obtain hands-on, career-orientated experience. PREREQUISITE(S): Junior status or permission.

ENV 397
RESEARCH (PREREQ(S): PERMISSION OF INSTRUCTOR AND CHAIR REQUIRED)
Variable credit. Permission of instructor and chair required. PREREQUISITE(S): Permission of instructor and chair required.

ENV 398
TRAVEL/STUDY
Foreign and domestic study tours by special arrangement with sponsoring programs: Variable credit. Permission required.

ENV 399
INDEPENDENT STUDY (PREREQ: PERMISSION OF INSTRUCTOR AND CHAIR REQUIRED)
Variable credit. Permission of instructor and chair required. PREREQUISITE(S): Permission of instructor and chair required.
FIN 202
QUANTITATIVE REASONING (PREREQ(S): ECO 105, 106; PLUS EITHER BMS 125, 126, 142 or MAT 150, 151, 348)
Quantitative Reasoning. PREREQUISITE(S): ECO 105, ECO 106; plus either BMS 125, BMS 126, BMS 142 or
MAT 150, MAT 151, MAT 348.

FIN 290
FINANCE FOR NON-COMMERCE MAJORS
This course will provide a foundation of concepts and basic tools used in finance and financial management to
non-Commerce majors so that they will be able to understand at a basic level the financial and data they are
likely to encounter in a general business environment. Offered winter quarter only.

FIN 310
FINANCIAL MANAGEMENT (PREREQ: ACC 101, 102, ECO 105, 106. BMS 125, 126, 142 (or MAT 150, 151, 348).
Jr Stan)
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. PREREQUISITE(S): ACC 101, ACC 102, ECO 105, ECO 106; plus either BMS 125, BMS
126, BMS 142 or MAT 150, MAT 151, MAT 348. Jr Standing Required. Offered every quarter.

FIN 311
FINANCIAL MANAGEMENT II (PREREQ: FIN 310)
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(S): FIN 310. Offered
every quarter.

FIN 312
CORPORATE FINANCIAL MANAGEMENT (PREREQ(S): FIN 202, 310, 311, 320, 330, 333 & ENG 202)
Actual financial problems confronting business concerns. Case method is used to apply principles developed
in corporate finance to situations involving administration of working capital budgeting, and short- and long-
term financing. PREREQUISITE(S): FIN 202, 310, 311, 320, 330, 333 & ENG 202. Offered autumn, winter and
spring quarters.

FIN 320
MONEY AND BANKING (PREREQUISITE: FIN 310)
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(S): FIN
310. Offered autumn, winter and spring quarters and either summer session I or summer session II.

FIN 323
COMMERCIAL BANKING (PREREQUISITE(S): FIN 310 AND FIN 320)
The purpose of the course is to analyze the role of commercial banks in the financial system in order to
understand the problems and issues confronting bankers now and in the future. The nature of the business of
banking will be discussed with particular emphasis on bank mergers and acquisitions; competition from non-
banking firms; understanding government policy and how that policy could influence the behavior of banks;
measuring and evaluating bank performance; using asset and liability management techniques to gain a
greater understanding of the risks that banks face and how they attempt to manage those risks.
(PREREQUISITE(S): FIN 310 AND FIN 320). Offered variably.

FIN 330
INVESTMENTS: SECURITIES AND MARKETS (PREREQS: FIN 202, 310 & 320)
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(S): FIN 202, 310 & 320. Offered autumn, winter and spring quarters and either summer session I or summer session II.

FIN 333
FINANCIAL STATEMENTS & SECURITY ANALYSIS (PREREQ(S): FIN 202, 310, 311, 320 & 330)
Corporate performance and its effects on outstanding securities. Evaluation and interpretation of financial soundness of an enterprise. Economic, management and corporate financial factors as they affect specific security issues. PREREQUISITE(S): FIN 202, 310, 311, 320 & 330. Offered autumn, winter and spring quarters and either summer session I or summer session II.

FIN 335
PORTFOLIO MANAGEMENT (PREREQ(S): FIN 310 AND FIN 330)
Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions. PREREQUISITE(S): FIN 310, FIN 320 and FIN 330. Offered autumn, winter and spring quarters.

FIN 337
OPTIONS (PREREQ(S): FIN 310, FIN 320 AND 330)
Development and application of the theory of option pricing. Emphasis is placed on the valuation of stock options using current valuation models. Significant empirical studies of option pricing are also reviewed. PREREQUISITE(S): FIN 310, FIN 320 and FIN 330. Offered autumn, winter and spring quarters.

FIN 339
FINANCIAL FUTURES (PREREQ(S): FIN 310, FIN 320 AND FIN 330)
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. PREREQUISITE(S): FIN 310, FIN 320 and FIN 330.

FIN 340
INTERNATIONAL FINANCE (PREREQ(S): FIN 310 AND FIN 320)
Capital movements, gold flows, foreign exchange elasticities, restrictive exchange and trade practices, international monetary organizations and problems engendered by conflicting internal economic policies. PREREQUISITE(S): FIN 310 and FIN 320. Offered autumn, winter and spring quarters and summer session I and summer session II.

FIN 350
REAL ESTATE ANALYSIS (PREREQ: JUNIOR STANDING)
This course introduces essential institutional, legal, regulatory, and financial aspects of real estate in the U.S. economy and financial system. The course incorporates demographic data for real estate market analysis and includes an exercise in land use planning. PREREQUISITE: JUNIOR STANDING. Offered autumn, winter and spring quarters.

FIN 352
REAL ESTATE FINANCE (PREREQ: FIN 310 AND FIN 350)
Patterns of financing real estate property, including individual, commercial and industrial-relates to capital structure analysis. Institutional analysis, including middlemen and ultimate financing sources-relates to capital market analysis. Leverage effects, collateral and protective devices-relates to risk and return analysis. PREREQUISITE(S): FIN 310 and FIN 350. Offered autumn, winter and spring quarters.

FIN 353
REAL ESTATE INVESTMENT (PREREQ(S): FIN 310, FIN 350 AND FIN 352)
Property evaluation-relates to economics and security analysis. Real estate investment decisions-relates to risk analysis, portfolio construction and management, cash flow (including taxes) analysis, and investment strategy. PREREQUISITE(S): FIN 310, FIN 350 and FIN 352. Offered autumn, winter and spring quarters.

FIN 354
REAL ESTATE VALUATION (PREREQ(S): FIN 310 AND FIN 350)
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. PREREQUISITE(S): FIN 310 and 350. Offered once a year.

FIN 355
REAL ESTATE VALUATIONS II (PREREQ: FIN 354)
Real Estate Valuations II PREREQUISITE: FIN 354

FIN 362
RISK MANAGEMENT (PREREQUISITE: FIN 310)
Theories and techniques of risk management that employ statistical techniques which enhance risk decision-making. This course develops a framework of analysis that can be applied by corporate or investment risk managers. PREREQUISITE: FIN 310. Offered autumn, winter and spring quarters.

FIN 393
FINANCE INTERNSHIP (PREREQUISITE: PERMISSION) (JR YR EXPERIENTIAL LEARNING)
An academically supervised working experience in a major financial institution. Registration in this program requires approval of the department internship director. PREREQUISITE(S): Department Consent. Offered autumn, winter and spring quarters and the summer term.

FIN 395
INVESTMENT SEMINAR (BY APPLICATION, PREREQ(S): FIN 320 AND 330)
Investment Seminar. Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director. PREREQUISITE(S): By application, FIN 320, 330.

FIN 396
HONORS SEMINAR (PREREQ: HONORS STANDING)
This is a required course for all Honors Students in Finance. It is conducted on a year-long basis (Fall, Winter & Spring) for the benefit of the students in the program. Participants are required to attend all events sponsored by the class conductor. These include, but are not limited to, distinguished speakers series, networking luncheons, current topics forums, communications and protocol workshops, field trips and community service programs. All students are required to complete an empirical analysis paper, utilizing databases available to the department, as assigned by the seminar's conductor. PREREQUISITE(S): Honors standing.

FIN 397
FINANCE SEMINAR (FORMERLY 399) (PREREQUISITE: SENIOR STANDING AND CONSENT)
(Formerly FIN 399) PREREQUISITE(S): Senior standing and departmental consent.

FIN 398
SPECIAL TOPICS (PREREQ: FIN 310)
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(S): FIN 310. Offered autumn, winter and spring quarters.

FIN 399
INDEPENDENT STUDY (PREREQUISITE: WRITTEN PERMISSION)
Available to students of demonstrated capability for intensive independent work in finance. PREREQUISITE(S): Written permission of supervising faculty member, chair, and director of undergraduate programs is required prior to registration.

Focus Area

Undergraduate Course Descriptions | Focus Area

Focus Area

FA 112
ENHANCING EMPLOYABILITY SKILLS FOR THE WORKPLACE
This course will address challenges that individuals encounter as they seek to advance in the job market as well as the problems faced within the workplace. The purpose of the course is to refresh and increase your effectiveness and preparation as a job seeker in your chosen field. The course will cover areas such as resume and cover letter writing, interviewing techniques, and effective job searches. Meets first five weeks of the quarter. Competencies: H3X, FX. May only be taken for one competence. Faculty: Bernadine Thomas

FA 121
F1 /EXPER LRG EVAL: DESIGN A PLAN FOR DEVELOPMENT IN ONE'S FOCUS AREA
F1 /Exper Lrng Eval: Can design a plan in one's focus area based on an analysis of elements that comprise that area.

FA 122
FX /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 123
FX /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
F3 /Experiential Learning Evaluation: Individual Focus Area Elective

FA 124
FX /EXPERIENTIAL LEARNING EVALUATION:
FX /Experiential Learning Evaluation:

FA 125
FX /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 126
FX /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 127
FX /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 128
FX /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 129
FX /EXPERIENTIAL LEARNING EVALUATION: FOCUS AREA ELECTIVE
FX Focus area elective (written by student/faculty)

FA 130
FX /EXPERIENTIAL LEARNING EVALUATION: FOCUS AREA ELECTIVE
FX Focus area elective (written by student/faculty)

FA 131
F11 /EXPERIENTIAL LEARNING EVALUATION: ADVANCED PROJECT
F11 Advanced Project. (written by student/faculty)

FA 132
F12 /EXPERIENTIAL LEARNING EVALUATION: ADVANCED PROJECT
F12 Advanced Project. (written by student/faculty)

FA 133
EDITING YOURSELF AND OTHERS: A COLLABORATIVE APPROACH TO WRITING AT WORK
In a professional or business setting, writing is not only a main means of communicating but also a tool for getting things done. It is through writing that an organization demonstrates its worth and achieves its goals. Anyone with good writing skills is at an advantage in the workplace. Unfortunately, when people lack good writing skills, their overall abilities and performance may be questioned. It is not surprising that many professionals, no matter how accomplished they are in their area of expertise, are anxious when they have to write. And, writing often becomes a point of contention when people on the job don't agree on whether a piece
writing is effective or how to go about improving it. Those who delegate responsibility for writing to others often feel frustrated that they end up having to do the work themselves - a situation that invariably leads to their employees feeling criticized and insecure in their job. Needless to say, the duplication of work effort, the loss of productivity, and the inevitable bad feelings undermine the work environment, often leading to individuals resigning or being dismissed. In fact, according to a recent survey of Fortune 500 executives, poor reading and writing skills is the most frequent reason for dismissal of first-year employees. Competences: L7, H3D, FX. Faculty: Michelle Greenberg

**FA 134**
**ESSENTIALS OF MANAGING INTERNATIONAL RELATIONS - A CROSS-CULTURAL PERSPECTIVE**
This course will examine main subject areas in cross-cultural management and will bring together important research findings related to International Relations. As globalization shapes the role of managers, managers' responsibilities in the international business affairs become the norm rather than the exception, and as such, establishing and maintaining contacts with other cultures becomes commonplace. In this course you will examine cross-cultural management issues from a predominantly psychological perspective, as opposed to being country specific. Thus, the focus will be placed on interactions of people from different cultures in organizational settings. This approach helps you understand the effect of culture that can be applied to a wide variety of cross-cultural interactions in a number of organizational contexts. Students of organizational behavior, industrial and organizational psychology, and social psychology will find many of the topic areas familiar; however, the focus of this course is on application of these concepts to managing international affairs. Competences: H1C, H1E, FX. Faculty: Kumiko Watunuki

**FA 135**
**PROPERTY: LAW, POLICY AND EVERYDAY IMPLICATIONS**
This course will examine how the American legal system defines and handles transactions and disputes related to real estate and personal property. Simulations and written exercises will help to explain in practical terms how law surrounding property issues was made, and how it evolves. Topics to be addressed in this course will include: finance & sale of real property, how the title system works, zoning and government taking by eminent domain, the intersection of civil rights and the U.S. Constitution with property law, landlord-tenant issues, and disputes related to personal property. Whether you are interested in learning about how law and public policy are made, or simply wish to know more about real-life issues that arise when you buy or sell a home or must default on a mortgage, this course will advance your understanding and arm you with useful information. Competences: H2A, FX, H1X. Faculty: Staff

**FA 136**
**THE LANGUAGES OF CHANGE**
This class would explore the impact of language on an individual's ability to learn and change him/herself as well as the human systems or organizations we are in. Using as a primary text "How the way we talk can change the way we work" by Robert Kegan and Lisa Laskow Lahey, students will examine the inclination not to change (or equilibrium) that is inherent in each individual and organization and how language impacts this. Students will also examine individual learning and bottom up change in the context of organizational learning and change. In addition to providing learning around the content of the class, students will work collaboratively in small groups to support each others' efforts thereby functioning as learning communities. Competences: L7, H3G, H2X, H3X. Faculty: Paula Bartholome

**FA 137**
**WHO IS #1? TODAY'S SUPER POWERS**
History tells us that sooner or later, empires fall. There has been a good bit of activity on this front in the last few decades. It all makes you wonder: What is a super power? What influence to super powers exercise over our economic and social lives? Is the US a super power? How are Americans viewed across the globe? and...what about our ability to deal with economic and social equality right here at home? In this course, students will examine international economics, the effects of globalization on us and on the world, and the ways in which our lives might or might not be changed by our place in the global network. Students will look at these issues from the global perspective, and will also examine them from national and personal perspectives. Competences: H4, H5, FX. Faculty: JoAnn Gesiakowska

**FA 195**
**THE FUTURE OF CAREERS**
In this workshop type course, students will become familiar with the issues in our culture which act as variables influencing successful career changes. Students and faculty will explore fundamental questions regarding the meaning, purpose and values of career variables such as economic conditions, demographic changes, and changing skills in the marketplace. Using scientific methods to explore unresolved hypotheses/theories regarding career questions, students will demonstrate an ability to develop a
hypotheses/theories regarding career questions, students will demonstrate an ability to develop a computerized search for information on career variables and fundamental career questions. Students will also apply this information to their own perceptions about their career choices and issues. Note students pursuing S1D must be familiar with basic computer hardware and Microsoft applications. Competences: L7, H3X, FX, A3X. Faculty: William Henning

FA 196
MANAGING A SUCCESSFUL BUSINESS
The intent of business planning is to set the foundation for business success. More than one business has been put out of business when it experienced unplanned rapid growth. Students learn the financial and management aspects of business along with techniques for defining financial tracking methodologies that uncover and deal with potential problems at an early stage. Special emphasis is placed on merger and acquisition as a forward-looking method for creating new business opportunities and success. Students will work in groups to understand the detailed realities associated with being on the seller and buyer side of a business sale/purchase. Methods of post sale business integration are also discussed. It is strongly recommended but not required that students take "Starting a Successful Business" before taking this class. This class is represents the capstone class of the Entrepreneurship Series. Basic business planning and financial analysis skills along with an understanding of entrepreneurship fundamentals is assumed. Competences: H2X, FX, L7. Faculty: Ed Paulson

FA 197
DEVELOPING SUPERVISORY SKILLS FOR THE 21ST CENTURY
As we entered the 21st Century, a change is occurring with respect to the age and the make-up of the working population, which can have a significant impact upon the management of people. Furthermore, challenges facing American managers today are not only the profit/loss oriented business decision-making, but also improve their skills in working with people. Topics that will be covered not only prepare managers for change, but also guide and position them for the future. Workforce 2020, a sequel to Workforce 2000, offers the best ideas about what lies ahead and what Americans - collectively and individually, in large and small firms, in federal agencies and in small-town development commissions - should do to prepare for the journey to Workforce 2020. This course will examine how fundamental changes are altering the workforce of tomorrow and address the seemingly intractable issues and concerns managers face today and offer a new way of dealing with them. Competences: A4, H1I, H2C, FX. Faculty: Kumiko Watanuki

FA 200
INDEPENDENT STUDY: WORLD OF WORK
Independent Study: Work of Work

FA 201
HELPING CHILDREN BE MORE SUCCESSFUL IN SCHOOL
This course is designed to teach strategies to adults for helping children in school, regardless of age. We will explore the various ways people learn and discover techniques used to enhance learning. This course combines lecture, discussion, small group work, student presentation, and student participation in class discussion. Competencies: A3X, H3X, L7, FX. Faculty: Angeline Ross

FA 202
EMOTIONAL COMPETENCE FOR ADULTS
We've all known people who were brilliant but ineffective because they couldn't manage themselves or learn to interact with others. It is nearly impossible to be successful at work or beyond without balancing thinking and feeling and developing skills in self-awareness, self-regulation, and interpersonal communication. This course will examine a framework of emotional competence and its application to a variety of settings, with special emphasis on abilities required to work effectively in teams. Readings will be drawn from emotional intelligence as it relates to the workplace, to parenting and public education, and to personal growth. In addition, film will be used to demonstrate these abilities and to inspire us to work toward our own development. Competencies: H2X, H3X, L7, FX. Faculty: Donna Younger

FA 203
MANAGING CAREER TRANSITIONS
We live in times of dramatic change and unprecedented challenges and opportunities. Changing demographics, new technology, a global economy, and new demands on workers will bring sweeping change to the world of work of the 1990s and beyond. Through lecture, discussion, and small group research and presentation, students will develop an understanding of how the social, political, and economic trends impact society as well their individual area of specialization. Pre-1999 Competencies: WW-1, HC-H, HC-Q. BA-1999 Competencies: F-1, H-2-F, L-9. Faculty: Miriam Ben-Yoseph.
FA 204  
CYBER ETHICS  
As with any communication tool, we use computers for good or for evil. We sell and buy, so we can steal; we can post our ideas so that anyone can see them, so we can build others up or tear them down, steal their work and call it ours. We can show pictures of family or friends, of products, of naked people engaged in lewd and obscene activities; we can invite people to our homes, find how to get there by map or directions, so we can proposition children and know where to find them. That we can do these things means we must struggle with the rights and privileges of individuals and groups in a free society where the law provides legal protections to free speech and past history mitigates against burning books and preventing assembly. This course opens the door on the questions this technology and easy access for most people. We find more questions than answers and we will leave this course with new insight into the tensions posed when living in a virtual community. See also. http://condor.depaul.edu/~jwillets/cyberethics/  Competencies: A3X, A4, H1X, FX  Faculty: John Willets

FA 205  
TEAMWORK FOR PERSONAL AND PROFESSIONAL DEVELOPMENT  
Teamwork is a highly valued and often misunderstood means of getting something accomplished through a collective effort. It is the most complex competence in Goleman's emotional intelligence constellation because it relies on the personalities, histories, preferences, skills and other attributes of individuals who comprise the group. This hybrid course will explore the variety of skills and abilities of individuals that contribute to effective teamwork. The 6 in-class sessions will explore the learning dimension through a structured simulation and will discuss other approaches to teamwork based on readings from the text and readings drawn from the literature of organizational development and emotional intelligence. We will use Blackboard for discussion in between class sessions and to give teams a virtual place to meet and complete their work. Competences: A3X, H2X, L7, FX. Faculty: Donna Younger

FA 206  
HUMAN RESOURCES CASE STUDIES  
HR professionals will tell you that liking people is not a good reason to go into their field. In fact, it sometimes seems likely that HR decisions are made with anything but the human element in mind. Is business in general a field which fits into the human community or is it something which exists outside our social structures and social rules? In this course, students will examine a variety of examples of how people act at work, and how the vicissitudes of the workplace influence their lives. Competencies: A3D, H3B, H4, FX. Faculty: Jill Joachim

FA 207  
TECHNICAL WRITING  
This course is designed to teach students the processes and principles of effective technical writing, and will focus on work documents such as training and policy manuals, instructions, reports, etc. Through examples and cases drawn from the real world, students will learn how to design documents for easy reading; how to organize their ideas for maximum impact; how to make technical material clear and concise. Above all, students will have an opportunity to have their work evaluated by a professional technical writer. This is a five-week course. Pre-1999 Competencies: WW. BA-1999 Competencies: F-X.

FA 208  
CAREER CHANGE WORKSHOP  
In this seminar, students will examine their current career positions in relation to their goals and skills. Emphasis will be placed on finding the right career fit, on developmental issues in the workplace, and on the influence of technology on job change strategies. Students should expect to look at their work skills critically and to examine their goals in terms of their skills and developing abilities. Students will also be expected to critically examine prevalent theories and hypotheses re work career change from the viewpoints of the community, employers, and employees. BA-1999 Competencies: A3X, H3C, S1D, F1. Pre-1999 Competencies: ALD, HCF, PW3, WW1. Faculty: William Henning

FA 209  
CONSUMER BEHAVIOR INSIGHTS  
In this course, students will explore the processes that consumers use to make decisions. Understanding of consumer segments is developed and applied to create communication strategies. Through coursework, students demonstrate an understanding of various topics including how market intelligence is collected, market segmentation, the impact of various cultural influences on behavior, elements of persuasive communication and development of consumer-oriented strategies. Cultural norms influence receptivity to marketing communication messages. In-depth consumer knowledge of a sub-cultural segment is learned and applied as students conduct market research. Based on analysis, students develop communication objectives, positioning statements and strategies for consumer communication. The role of mass media is examined in
two distinct areas. Mass media influence cultural values by reinforcing norms for consumer needs and wants. Mass media are also important means for communication of targeted advertising messages. Students are placed in decision-making roles through exercises and case analyses. Strategic skills are developed through assessment of effective means for communication with consumers based on consumer insights.

Competences: H1A, H2G, FX, A2X. Faculty: Halina Cowin

FA 210
HUMAN RESOURCE MANAGEMENT

FA 211
DEVELOPMENT OF PRODUCTS AND SERVICES

The design of new products and services that exceed customer expectations with quality is a key competitive advantage in today's markets. The course will provide students with an overview of the Total Design Process Methodology, as well as an introduction to tools and techniques that enable the integration of marketing, design and other supply chain elements to develop successful projects. Students will apply the tools and ideas described in the course in the generation of a consumer product or service concept that will be developed throughout the term. Competencies: H2C, S1E, FX. Faculty: Eduardo Bascaran

FA 212
FROM THE LOCKER ROOM TO BOARD ROOM: APPLYING PRINCIPLES OF COACHING/ SPORTS PSYCHOLOGY TO WORKPLACE

What contributes to success in sports? What are the elements of success in the workplace? What aspects of human development are common to both? This course offers a distinctive look at management techniques. Specifically, students will examine how theories and principles of coaching and sports psychology used with competitive athletes might be employed to enhance on the job performance. Throughout this experience, students will examine four significant processes which are regular parts of performance enhancement and review in the locker room: defining the game, goal setting, visualization, and flow control. In their examination of the nature of coach/player and manager/employee relationships, students will come to understand the myriad ways in which winning, game plans, and team strategies might be defined. Learning activities will include readings, discussions, and interaction with professionals in the field. Competencies: FX, H1X, H3X, A3X. Faculty: Bill Murray

FA 214
VALUING AND DEVELOPING PEOPLE IN ORGANIZATIONS

In this course, students will become familiar with the basics of human resource management history, environments, functions and systems, so that they can apply underlying principles to the resolution of current issues in employment law, behavioral science and labor economics. Case studies, field investigations, a/v tapes and personal worklife experiences will be used to obtain benchmark information. Students will learn to: 1) design jobs to balance job standardization and individual ability; 2) select the right person for the right job; 3) optimally develop employees; 4) review employee compensation/benefit needs; 5) conduct employee performance reviews; 6) resolve work conflict; 7) address employee health and safety needs, and 8) discuss an effective HR information system. BA-1999 Competencies: H2X, FX. Pre-1999 Competencies: HCF, WW. Faculty: William Henning

FA 217
SELF-ESTEEM AND THE WORKPLACE

This course will study and define self-esteem both as it applies to the individual (him/herself) as well as the workplace. Further, major management theories will be explored and discussed with regard to the ways in which each particular management style within the larger theory serves to enhance or discourage the development of self-esteem. Students will be challenged to integrate their findings with regard to self-esteem and the workplace (including both small business and corporate America).

FA 218
ECONOMICS AND THE ENVIRONMENT

The purpose of this course is to give the student the opportunity to become familiar with environmental economics and with crucial issues related to sustainability. There is a solid research and policy orientation in the sense of investigating, through real-life examples and cases, the path toward sustainable development, toward the utilization of innovative and environmentally responsible ways of achieving economic expansion and combating poverty in the world. Each student will perform work in line with the competencies for which s/he has registered for the course. Competencies: FX, H5, H1C, H2E, S3C, S3X. Faculty: Ludovic Comeau

FA 219
TEAMS IN THE CONTEMPORARY WORKPLACE
This non-credit course is offered for staff training at Misericordia. Pre-1999 Competencies: None. BA-1999 Competencies: F-X, H-3-D

FA 220
DEVELOPING CONSULTING SKILLS
This course will help students learn how to start and operate a consulting business enterprise. Materials will address consulting purposes, skills, and techniques. Through class discussions and exercises, readings and assignments, students will learn how to create, organize, and operate a consulting enterprise. Students will review detailed analyses of consulting proposals, contracting, client needs and expectations, needs analyses and evaluation, project planning, data collection and analysis, resistance, client relationships, change management, feedback, pricing, presentation and facilitation skills, and ethical considerations. Competencies: H2X, H3X, FX. Faculty: Thomas Nowak

FA 221
CREATING A MARKET
This is an introductory survey course covering marketing functions (i.e. selling, warehousing, etc.) as they relate to marketing policies and management opportunities. The course will help students understand the importance of product planning, distribution, pricing, and promotion. Students will gain an appreciation of the essentials of marketing involved in their everyday lives and in their companies' very existence. Each student will make a class presentation on a personally selected contemporary marketing topic. Individually and in small groups, they will tabulate and analyze research data and analyze case study information. Students will also have the opportunity to review selected print and television advertising. Pre-1999 Competencies: WW, HC-D. BA-1999 Competencies: F-X, H-2-G. Faculty: Frank Tobolski

FA 223
EMPLOYEE ASSISTANCE PROGRAMS: DESIGN, IMPLEMENTATION, AND EVALUATION

FA 224
CREATIVITY AND INNOVATION IN THE WORKPLACE
This is a survey, review and analysis of creative problem solving techniques and approaches used in a variety of settings: corporate, small business, personal, etc. The course should help students understand the importance of certain types of personal creative approaches and social interaction for product development and planning and other business activities. Students will reach a better appreciation of innovative thinking for themselves and for their companies' functioning and existence. The students will obtain increased appreciation of group objectives and communication in their personal lives. The course will introduce basic techniques for idea generation to stimulate new and different approaches toward solutions to a variety of problems and opportunities. Each student will make a class presentation on a personally selected contemporary topic relating to the need for creative solutions. These and other student-suggested topics will be discussed in small groups. After witnessing each of the techniques of the weeks, students will analyze the viability and utility of these techniques in their own day-to-day applications. See also: http://www.depaul.edu/~ftobolsk/Creativity/ Pre-1999 Competencies: HC-5, AL-F, WW. BA-1999 Competencies: F-X, H-2-C, H-3-X. Faculty: Frank Tobolski

FA 226
FUTURE AMERICAN WORKPLACE
This course will examine social, political and economic trends and their potential impacts society and individual lives. This course meets for five weeks during December Term. Through lecture, discussion, and small group work, and individual research and presentation, students will develop an understanding of how the social, political, and economic trends impact society as well as their individual World of Work area of specialization or Individual Focus Areas, and will apply those understandings to their own decision-making process. Pre-1999 Competence: WW-1. BA-1999 Competence: F-1.

FA 228
THE MARKETING MINDSET
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. Competencies: H1C, H2G, FX. Faculty: Terry Mollan
FA 229
FINANCIAL MANAGEMENT
Most people have heard about the Federal Reserve System, but few would be able to describe its structure, its purposes or the tools it uses to influence our economy. But it has a vast impact on every individual's economic health and wealth. Understanding the structure of the various investment markets, what causes them to move one way or the other, the individual types of investments and their tax implications is key to managing one's financial future. Pre-1999 Competencies: HC-F, WW. BA-1999 Competencies: H-2-X, F-X.

FA 230
ONLINE PROJECT MANAGEMENT
In this online class, students will learn the fundamentals of creating and managing web-related projects. Topics will include website design, graphics, fonts, colors, links, frames, HTML, and Java. BA-1999 Competencies: E-2, F-X, H-2-C.

FA 231
PERSONAL FINANCIAL PLANNING
This course will help students organize their financial lives by learning and implementing selected principles of accounting, finance, and management. The course will address value and risk determination by dealing specifically with the analysis of one's financial status, goal setting and planning, and decision making. Risk analysis, savings and investment principles, taxes, debt management, retirement, and estate considerations are areas which guide the financial management of individuals and businesses alike. Competencies: H3X, S1D, FX. Faculty: Thomas Nowak

FA 232
HOW PEOPLE EXPERIENCE THE WORK ENVIRONMENT

FA 233
MANAGEMENT IN A MULTI-CULTURAL ENVIRONMENT

FA 234
PROBLEMS IN MARKETING AND ADVERTISING
In this course, students will examine the roles of marketing not only in the selling of products and ideas, but also as a vehicle for the dissemination of public information and socially relevant developments. Students will discuss how marketing might be viewed as a social institution and will analyze how advertising can change attitudes. Specific attention will be paid to television commercials and other forms of advertising. Competencies: H2X, FX.

FA 235
MANAGING ORGANIZATIONAL BEHAVIOR
While no organization will ever achieve functional perfection (organizational nirvana), employees possessing an understanding of performance necessities will be empowered to make incremental, and possibly radical, change. This course is designed to give students a fundamental understanding of the organizational components, systems, and behaviors that must be in place to ensure optimal performance. Topics will include organizational vision, mission and structures; employee motivation; team behavior; and performance management. In addition, students will apply the tools introduced in the course to real or realistic situations. Competencies: H2C, H2D, H3G, FX.

FA 236
DIRECT MARKETING METHODS
Direct marketing today is more than its traditional medium of direct mail - it encompasses a multiplicity of media from newspapers, magazines, T.V., to telemarketing, and now, the Internet. Insurance policies, magazine subscriptions, credit cards, everything from fruit to home computers are sold direct. Direct response advertising, unlike general advertising, calls for immediate action and produces measurable results. This course will provide an understanding of direct marketing concepts, methods and media. Actual direct response ads will be analyzed to identify effective promotional techniques. Students will learn the language of direct marketing and develop skills through in-class exercises and individual project work. This is a five week course for one competence. Competence: F-X, H-2-G Faculty: Pamela Wright

FA 237
THEORY AND PERSPECTIVES OF ADDICTIONS
This course will deal with questions such as: What is addiction? What are the effects of addiction on self, others and the business community? Students will participate in an analysis of approaches to treatment and drug-free ways to alter consciousness as well as training and education strategies to help managers recognize the troubled employee. Reintegration of the recovering employee back into the work force also will be emphasized. Pre-1999 Competencies: WW, HC-4.  BA-1999 Competencies: F-X, H-3-A.  Faculty: Leo Miller.

FA 237
CONFLICT MANAGEMENT, NEGOTIATION, AND CLIENT RELATIONS
This course will introduce students to a variety of strategies for conflict management and negotiation. Students will engage in a number of hands-on activities to develop skills that will benefit them in and beyond the workplace.

FA 238
CREATING A MARKET
Marketing campaigns are being conducted by hospitals, churches, and the U.S. government. Marketing consultants help sell political candidates, public policies, even countries. And the professionals - lawyers, doctors, and dentists - are discovering marketing. You market yourself when you look for a job. Marketing is not just an activity restricted to corporations. It is all around us. Using marketing case studies, students will analyze various situations and make recommendations on appropriate marketing strategies. Each students will research a selected marketing topic of personal interest. Pre-1999 Competencies: WW, HC-D. BA-1999 Competencies: F-X, H-2-G.  Faculty: Pamela Wright

FA 239
FACILITY OPERATION AND MAINTENANCE
FACILITY OPERATION AND MAINTENANCE

FA 240
ORGANIZATIONAL DEVELOPMENT AND CHANGE
One of the realities of the business world in which we find ourselves is the speed and frequency with which strategies, markets, products, programs, leadership, and even entire companies change. This course explores the field of organization development, the discipline that applies behavioral science knowledge and practices to help organizations achieve greater effectiveness through the change and development process. Using case studies, simulations, role plays, and individual work experiences, students will examine how and why organizations change and develop and the implications and consequences of various strategies and activities directed toward that effort. Topics include the nature of planned change, change management, transformational change, organization diagnosis, intervention design, and human process interventions. Students will also explore the relationship between organization and personal change and strategies and methods designed to effectively manage that relationship.

FA 241
REAL ESTATE PLANNING AND DEVELOPMENT PRACTICES
REAL ESTATE PLANNING AND DEVELOPMENT PRACTICES

FA 242
EMPLOYEE ASSISTANCE: LEGAL, CORPORATE, AND UNION ISSUES
EMPLOYEE ASSISTANCE: LEGAL, CORPORATE, AND UNION ISSUES

FA 243
GROUP DYNAMICS
The purpose of this course is to understand the nature of groups, the ways in which small groups come together and behave, and the principles that govern the behavior of small groups. The class will combine experiential learning with reading and discussions about the theories of small group development and group dynamics. Course content will include: 1) the nature of small groups and group dynamics; 2) feedback and good interaction; 3) the process of group development, i.e. forming, storming, norming, performing, adjourning; 4) factors that interfere with optimal group performance; 5) leadership and leader effectiveness; 6) problem solving techniques. Teaching methods include “ice breaker” exercises, self-assessment forms, such as LEAD and FIRO B, some lecture, discussions and experiential learning. BA-1999 Competencies: H-3-D, H-3-E, H-1-X, L-7, FX Pre-1999 Competencies: HC-B, HC-H, HC-F, WW

FA 244
INTERVIEWING FOR EMPLOYEE POTENTIAL
This course will introduce a method of using interviews to assess the characteristics of employees in order to make more strategic choices in selection, training and development. In addition to learning how to conduct
behavioral interviews, participants will become familiar with the structure of competence models used to
guide assessment. Students will work on gaining an understanding of the various applications of interview
assessment and be able to apply one specific model of behavioral interviewing. You may only register for one
competence. Pre-1999 Competencies: HC-F, WW.  BA-1999 Competencies: F-X, H-3-X. Faculty: Donna
Younger

FA 246
DIVERSITY IN THE WORKPLACE
The purpose of this course is to heighten the students' awareness of diversity. This may take the form of
critical self-assessment of one's knowledge of diversity and/or identifying prejudices, what they are and how
they began. Through group discussions, analyzing case studies and lectures, students will be provided with
opportunities to gain a deeper understanding of their own prejudices and to develop a rationale for valuing
human differences in their respective lives. Competencies: H1A, H1B, FX. Faculty: Linzy Waters

FA 247
THINKING AND WRITING ABOUT WORK
At work, we often learn how to use another language. That is, we learn to speak about technology, or about
marketing, finance, or human resources with a specific vocabulary and referring to particular ideas. However,
we also bring our own unique perspectives to the workplace. Our individual approaches to problem solving
and to human relations at work define our contributions. In this course, students will use short story and
journal writing to define and assess their contributions to the workplace. Students will produce written
accounts of their lives at work. Students will assess their work not only for the clarity of the stories told, but
also for elements which contribute to good writing. Looking at the literature of work will help students see
their own work in the context of this literary genre. Competencies: A1E, A2X, A5, FX.

FA 248
HISTORY OF AMERICAN BUSINESS
American business and the free enterprise system developed together with the nation itself. All three
phenomena have their roots in the knowledge, skills and values that the earliest Europeans brought to this
country. This course provides an overall view of the relationship between American history and culture, the
development of its central business system, and contemporary implications for business environments.
Competencies: A4, A3D, FX, H1X. Faculty: Mary Lou Lockerby

FA 251
CORPORATE TRAINING DELIVERY: PLANNING AND EVALUATION
In this course, students will delve deeply into corporate training programs, learning strategies for identifying
specific training needs and ways to target training to appropriate organizational levels. This is especially
important in firms undergoing significant structural change. Next, students gain knowledge of the way to
create effective training programs to directly address organizational and role-based needs. The culmination
of competence is the development of expertise in testing, assessing and evaluating training outcomes.
Students work in groups, reviewing prize-winning video and web training programs. Competencies: A2C, H2C,
H2X, FX.

FA 252
INTRODUCTION TO ORGANIZATIONAL LEARNING: PRINCIPLES AND PRACTICES
This course provides an overview of the concept of organizational learning and an opportunity to gain hands-
on experience with two communication practices related to it, collaborative learning and storytelling. The
class will be highly experiential and focused on immediate application of learning. It will consist of in-class
activities in groups of two and larger and will draw heavily on students' workplace experiences and
environments. Collaborative learning results when two or more people help each other create or enhance their
knowledge relative to specific challenges or opportunities. Its goal is to stimulate new insights and support
changes in assumptions, beliefs and/or behaviors. The ancient oral tradition of storytelling is a powerful
practice used in virtually all societies to pass on a tribe's culture, values, and the knowledge that permitted
survival. It's no different in today's organizations. Stories can ground people in the organization's culture,
capture and transmit knowledge and promote change. Competencies: L7, H2C, FX. Faculty: Paula Bartholome.

FA 253
CONTRACT LEARNING
SNL courses are designed specifically to focus on the competencies of the SNL curriculum. Courses are
competence-based, and revolve around particular content. Students who are interested in a specific content
area might not always find these interests addressed through SNL courses. Furthermore, students,
particularly those nearing the completion of the SNL BA degree, find that they have some competencies which
are not addressed by SNL courses in the time frame necessary. Contract Learning is designed to address the
need of these students. In this course, students can address a variety of competencies from the SNL competence framework, and can focus their work around content of their choice. By means of detailed and comprehensive contracts, learners will work with faculty to develop materials addressing their chosen competencies. Students will work with David Kolb’s Learning Styles Inventory first introduced in the Learning Assessment Seminar, to revisit their preferred methods of discovering and absorbing information. In class discussions, learners will also analyze their topics, and their competencies to develop ways of expanding their knowledge and meeting the requirements of the competence statements. Faculty: Betta LoSardo

FA 254
HUMAN CAPITAL IN THE WORKPLACE: BUSINESS PERFORMANCE MEASURES
This course explores the notion of human capital as it is used in today's business environments. In addition, it introduces students to the formal study of Human Performance Technology, the professional field devoted to improving individual and organizational performance. Through the exploration of cases, the review of relevant literature and exposure to workplace-like scenarios, participants learn about the optimization and proper measurement of business strategy and human capital investment. The work of leading authors in the field is studied, as well as the contexts in which students work to apply business-driven measures to improve performance in their organizations. This course is particularly helpful for students involved in human resource departments and other business functions that demand strategic alignment through performance measures and the creation and development of human capital. Competencies: S3F, H2C, FX. Faculty: Staff.

FA 256
DESIGNING TRAINING FOR ADULTS
Everyone has had the delightful experience of learning by accident - of being surprised by insights and skills that emerge from experience. But accidental learning can be time consuming and therefore costly to organizations and individuals in organizations that have specific learning goals to meet. Engaging and effective learning in organizational settings is most often the product of systematic analysis and planning. This course will prepare participants to design and deliver training in a variety of adult learning settings. Principles of adult learning theory and best practices in adult learning will be examined to derive criteria for sponsoring learning experiences of adults. In addition, a five stage training design protocol (analysis, design, development implementation, evaluation) will provide a context for participants to address the following questions and understand their implications: 1) Who is the audience and what is the training context? 2) What is to be learned and why? 3) What methods are best suited to the target learning outcomes? 4) What resources are available and appropriate to the learning outcomes and methods? BA-1999 Competencies: H2X, H3G, FX. Pre-1999 Competencies: HCF, HCU, WW.

FA 259
INTERNATIONAL MARKETING
This course concerns marketing in a global context. We will understand and examine the difficult problems facing many companies from U.S. and international perspectives. This course will introduce key concepts in marketing, and it will use a variety of frameworks to steer your way through many of today's critical marketing issues. Pre-1999 Competencies: HC-5, HC-H, HC-X. BA-1999 Competencies: L-7, H-2-C, H-5.

FA 260
ONLINE PROJECT MANAGEMENT II
This course is offered for students enrolled in the Bachelor's Program in Hong Kong. It is a continuation of Online Project Management I and requires students to implement the major concepts and practical theories learned in that course using real-world examples.

FA 262
COMPETITIVE EDGE: INFORMATION ARCHITECTURES
Competitive Edge: Information Architectures

FA 267
TAKING CONTROL: MANAGING THROUGH EXPERIENCE
The purpose of this course is to help students to develop skills in organization building--skills-skills that they can use to make good decisions in the business environment as well as in personal life. Students learn to take control of their own decision-making processes, rather than resorting to perceiving their experiences passively as the result of "chance" or luck. The course focuses upon the process of building an organization through human resources, but the skills taught and learned in the course are helpful to all members of the business community in their personal and professional lives. Pre-1999 Competencies: HC-5, HC-H, HC-T, WW. BA-1999 Competencies: L-7, H-2-C, H-3-F, F-X.

FA 268
FA 268
HUMAN DIMENSIONS OF PROJECT MANAGEMENT
An understanding and an ability to apply the basic disciplines of project management can boost your success in work and personal endeavors. Project management as a discipline provides the tools for accomplishing complex objectives - ones that may require different resources applied over extended periods of time. However, there is a danger of following a set of empty procedures, followed in hope that adherence to guide lines can substitutions for content expertise, common sense and an understanding of human motivation. There is considerable evidence that projects fail for human and organizational reasons, not mechanical or procedural ones. The key ingredient in project success is this personal dimension, and is the main theme for our course. We will use the mechanics of the project management process as the platform for exploring how to recognize and deal with the real underlying issues in managing projects - recognizing and managing people and organizational issues. Competencies: FX, H3D, S3F.

FA 269
ENTREPRENEURSHIP: HOW TO FIND AND FUND YOUR DREAM
Did you know that 90% of new restaurants are doomed to fail? Have you always wanted to be your own boss? Are you presently conducting a small business from your garage that you'd like to make bigger and more profitable? Who makes a great entrepreneur? Are businesses easier to manage in the age of technology? In this course, Students will learn how to identify an appropriate small business for their talents and time restrictions. Learners will also consider methods of financing their dream work lives, and review the pit falls awaiting new businesses in today's economic climate. Students need not have a business in mind, but must be willing to consider how they might go about putting together a plan for a successful venture. Ideas about the definition of business I modern society, of entrepreneurship, about the psychological make up of the successful small business owner, and about the long term view for small businesses will also be covered. Competences: FX, S3F, H2X, H3X Faculty: JoAnn Gesiakowska

FA 270
STARTING UP AND RUNNING YOUR OWN BUSINESS
This course will help students learn how to start and operate an independent business enterprise. We will address entrepreneurship, defining your markets, accounting basics, business plans, financing, establishing the business, hiring employees, business equipment, software, and marketing. Through readings, discussion, and home assignments, students will learn how to increase the probability of reaching their business goals while minimizing risks and costs. By applying management, financial, and software concepts and practices, students will have the knowledge to start and run a new business. Competencies: F-X, H-1-X. Faculty: Thomas Nowak.

FA 274
APPLYING ORGANIZATIONAL BEHAVIOR TO TODAY’S BUSINESS ENVIRONMENT
A conceptual and practical look at the discipline, nature and scope of organizational behavior and its importance in today's global and diverse business environment. This course is designed with a management focus that will offer knowledge of and applications, challenges and opportunities for diverse viewpoints, teamwork, group dynamics and problem solving in organizations in order to enhance and achieve productivity, performance and satisfaction in the workplace. Competences: A-3-D, H-2-C, H-4, L-7, F-X

FA 276
AN ECOLGICAL SPIRITUALITY OF ORGANIZATIONAL DEVELOPMENT

FA 278
HIGH PERFORMANCE WORK TEAMS
Today’s business environment frequently requires groups of individuals to work together as a team, but usually without the training to understand what this really means. This course focuses on the skills needed to develop a business work group into a High Performance Team. It details the definition and requirements for good team development and concentrates on facilitation and negotiation techniques for team meetings, as well as on the communication and conflict resolution between team members. Since the purpose of most teams is to resolve problems, a scientific approach to problem-solving is also introduced. This is a highly interactive course which actively involves the students, encouraging the sharing of practical ideas and techniques. The course has sufficient flexibility to allow for the exploration and analysis of many typical team situations that are of interest to the students: what is discussed during class can be applied the next day at work. Pre-1999 Competencies: WW, HC-B, HC-O. BA-1999 Competencies: F-X, H-3-D, H-2-D. Faculty: Jack Hartley

FA 279
WRITING FOR MANAGEMENT AND BUSINESS
Developed to serve in the creation of compelling business communications designed to be clearly understood, this course instructs corporate writing that communicates with certainty and conviction. Every type of corporate writing is covered, ranging from resumes and cover letters, through business reports, to the creation of short and long proposals, good-news and bad-news letters, memorandums, direct requests, and other persuasive business expression. Special attention is paid to the technique of unearthing valid and reliable research supported with modern document design. Students who wish to specialize in one area of Business Writing may work with the instructor using WW or FX competencies. BA-1999 Competencies: L-7, A-2-B, F-X. Pre-1999 Competencies: AL-A, HC-H, WW.

FA 281
BUSINESS WRITING
Business Writing provides students with an opportunity to develop concise, articulate, and actionable written business documents. Students will learn to plan, organize and write effective business documents such as business letters, memoranda, e-mail, business reports, abstracts, executive summaries, cover letters, and resumes. In addition, students will learn to examine and write to a specific audience, to select the most effective wording and phrasing, to analyze and revise written works (either their own, or the work of others), to identify logical fallacies, and to write within a specific context, and to unearth valid and reliable research. Students who wish to specialize in one area of Business Writing may work with the instructor using the FX competence. Competencies: FX, H3X. Faculty: David Morris

FA 282
NEGOTIATING A DEAL
NEGOTIATING A DEAL

FA 283
EMPLOYMENT IN THE NON-PROFIT SECTOR
EMPLOYMENT IN THE NON-PROFIT SECTOR

FA 284
ADVANCED ISSUES IN EMPLOYEE ASSISTANCE PROGRAMS
ADVANCED ISSUES IN EMPLOYEE ASSISTANCE PROGRAMS

FA 285
ORGANIZATIONAL IMPROVEMENT
ORGANIZATIONAL IMPROVEMENT

FA 286
MARKETING: AN INTERACTIVE SIMULATION
This computer-based marketing simulation offers realistic marketing of two virtual products, multimedia software and a personal information manager. Using a portable program on floppy disks, students will work individually and in company teams. Classes will include time in the Computer Lab as well as lectures, discussion and consultation. Marketing plans, budgets, pricing, distribution and promotion objectives will be created and executed. The instructor will oversee the effects of teams' decisions and their competitive results. * Completion of Marketing Approaches and Practices or equivalent and computer experience is required. Computer fee. Pre-'99 Competencies: WW. HC-F, PW-F. BA'99 Competencies: F-X, H-2-X, S-2-X. Faculty: Frank Tobolski

FA 287
EFFECTIVE WRITING IN THE WORLD OF WORK
EFFECTIVE WRITING IN THE WORLD OF WORK

FA 288
EXPANDING YOUR VISION ON THE WORLD WIDE WEB
The course will focus on the use of the Internet as a tool to expand one's knowledge through development of expanded networks, and will provide direction on becoming a more connected person in the local and world community. The course is for students with basic understanding of PCs and their components, only minimal experience with the information highway is required. We will focus on The Internet and World Wide Web and their basic components. Among other things we will review its history, see how it works, find out who owns it, how it is maintained, and the game rules for its use (ethics, courtesy). Pre- 1999 Competencies: PW-3, HC-D, WW. Faculty: John Baker

FA 289
BUSINESS WRITING AND INTERNET COMMUNICATION
E-mail has flooded the information highway allowing us to communicate on an immediate basis. But has this immediacy caused us to drop our guard so that our communications are not as effective? This course will give students a solid foundation in business writing so all communications - business-to-business, business-to-consumers, in-house memos to instant messages - can be clear and concise. Students will also review written etiquette and explore the impressions created by the spoken word compared with the written word.

Competencies: H-2-G, S-3-F, F-X.

FA 290
USING FINANCIAL DATA
In this course, students will learn practical applications of the fundamentals for making financial and investment decisions. Students will work with cases and problems drawn from business experience. They will work with economic and philosophical theory, as well as economic data, and learn to understand such concepts as supply and demand, competition and monopoly, and the money supply. Students will become familiar with financial information, learn how to assess financial risks and rewards, and become conversant with the terms, symbols, and abbreviations that are used in current business publications. Competencies: H2F, H2X, FX. Faculty: Alan D. Cohen

FA 291
THE BUSINESS DOCUMENT: FROM INCEPTION TO EXECUTION
This course reviews the process of creating, planning, developing and analyzing a business document. Students will learn how to structure, write and control such demanding projects to relate information, interpret data and recommend solutions to business problems. Students are expected to possess writing skills that enable concentration to be placed on developing a clear, concise and consistent writing style in complex and sophisticated documents. Class discussions will cover pros and cons of using certain document formats and what, in turn, makes them effective. Upon completion, students are expected to possess the necessary skills and confidence to develop sophisticated, highly professional business documents. Students who plan to complete Major Piece of Work in the WW domain may find these course skills very useful. Competencies: A-1-X, H-3-D, F-X. Faculty: Rick Paszkiet

FA 292
LEADING OUT LOUD: PUBLIC SPEAKING FOR BUSINESS AND LIFE
One of the most sought-after business skills is public speaking ability. We all have equal access to high-technology; high-touch skills give us the competitive advantage. Through discussions, exercises and presentations, students will have many opportunities to build their skills in both casual and formal speech. Each student will prepare presentations in a variety of styles, including impromptu, persuasive and informative. Through regular feedback from the instructor and peers, students will build their presentation skills in organization, topic development, use of visuals and delivery. Students will be video-taped regularly so that they can chart their progress and participate in self-assessment. Pre-1999 Competencies: WW, HC-S, AL-9, AL-10, WW-9, WW-10. BA-1999 Competencies: F-X, H-3-E, E-1, E-2. Faculty: Allison Morgan; Mari Pat Varga; Pamela Meyer

FA 293
EFFECTIVE PUBLIC SPEAKING
This is an introductory course that assumes no previous experience on the student's part. The class seeks to familiarize you with some basic principles of effective and ethical public speaking, to give you experience in enacting those principles through practice, and to instill a sense of the importance of public communication in shaping our lives. Through class feedback and videotapes of your own speeches as well as critiques of other communicators, you will discover how personal style, appearance and body language impacts the message. BA-1999 Competencies: H2X, H3E, FX. Faculty: Gary Fox.

FA 294
DESIGNING BUSINESS STRATEGIES FOR B-WEB MODELS
Thriving in the internet economy requires rapid adaptation, technological excellence and motivated personnel. Using a detailed case study, students will learn strategies for optimal organizational development in this new world economy. We will investigate its various historical bases, the elements of its uniqueness, and analyze several theoretical models of structure and process in organizational function. Learn how you can contribute to your own firm's stamina in the emerging marketplace of the future! BA-1999 Competencies: H2C, H2D, S3A, S3F, FX. Pre-1999 Competencies: HCF, PWF, WW. Faculty: Ed Paulson

FA 295
CONTEMPORARY LEGAL ISSUES
This course will examine basic ideas in the practice of law. It will also examine contemporary legal issues in the world of work. Students will examine the structures of the legal community and the impact it has on how
business is conducted, and on the economic system in which we live and work. Through readings, discussion, and group projects, students will investigate current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to effecting change in their own working environments. May be taken for only one competence. BA-1999 Competencies: H2X, FX. Pre-1999 Competencies: HCF, WW.

FA 296
INTRODUCTION TO FINANCIAL SYSTEMS
Remember when things were simple? It was a long, long time ago. These days, issues in finance are complex to the point that many of us feel excluded. How can we make and use money if we don't understand how it works? How can we educate ourselves enough? In this course, students wil examine how money works in contemporary society. Furthermore, students will discuss how developing technology has changed the flow and focus of money matters in our time. BA-1999 Competencies: S3F, FX, H5. Faculty: Joanne Gesiakowska

FA 297
COMMUNICATING IN A GLOBAL BUSINESS ENVIRONMENT
Effective and efficient communication is a challenge in our own culture, but this is compounded when we face communicating in a culture other than our own. This course will begin by examining and practicing communication formats that are accepted in the Western world. Following this we will examine the historical background and sample presentations of leaders other than those from the United States and Europe. In addition, learners will have opportunity to format their own presentations using those of the world's great leaders as models. Learners will be encouraged to incorporate their own professional situation as a place to begin experimenting with their newly acquired knowledge. Competencies: A1X, H1A, H3E, H5, FX. Faculty: Rebecca Schwan.

FA 300
PROJECT MANAGEMENT
Project Management is a business concept which has received a great deal of attention over the last few years. Business managers are discovering that the complexity of human and technological systems forces workers to organize, prepare, and monitor project development in a way which was not necessary in simpler times. In this course, students will discuss and discover methods of project organization and execution which will help them achieve efficacy and success in the workplace. This course will cover concepts in describing project goals, setting priorities, identifying needs, and designing realistic time lines. Students will learn how to execute successful projects from start to finish. Competencies: L7, H2X, S1D, FX. Faculty: Thomas Nowak

FA 303
ADVANCED PROJECT
This required course is a problem-solving experience which represents the culmination of an SNL student's learning in a specific area. Students, guided by their academic committee, design and execute an independent project which demonstrates the integration of theory and practice, and the ability to pursue and document avenues of inquiry with excellence. * Successful completion of Research Seminar is required before registration. This carries six hours of academic credit. BA-1999 Competencies: F-11, F-12.

FA 309
STARTING A SUCCESSFUL BUSINESS
In this class, you will learn evaluation techniques for determining the business feasibility of a new idea, methods of performing a market analysis with special focus on spotting marketing and demographic trends. You will learn the details associated with forming and managing a functional new business with the ultimate goal of this course being the writing of a 10-page business plan for a new product or service idea. It is strongly recommended but not required that you have taken "Understanding Financial Statements" if you do not already have an accounting or financial background. Competencies: H-1-X, H-2-C, F-X, S-2-D, Faculty: E. Paulson

FA 310
WOMEN IN BUSINESS AND LEADERSHIP
Women's work is never done. Not only are women mothers and wives, but these days the expectation is that women will take on leadership roles outside the home as well. What makes a woman a leader? How did the workplace differ when women were not corporate leaders? Who are today's prominent female leaders and how are they shaping our future? In this course, learners will study the lives and contributions of various important women from business, politics, and social action. Students will assess equality in management and leadership, the psychological make up of the woman leader, and the ways in which women's contributions to leadership differ from men's. Furthermore, the class will endeavor to define leadership, its consequences, and its personal ramifications. Students should expect to read extensively about the lives and characteristics
of contemporary women who have surfaced in leadership roles. Learners will also identify women leaders in their own workplaces and communities and assess their involvement in the corporation and/or general public. Competences: A3X, FX, H3X, H4. Faculty: Bridgette Mahan

FA 311
BUILDING QUALITY INTO PROJECT MANAGEMENT
Today's business environment is time-based and cost-conscious with expectations for quality and excellence. An understanding of project management processes and developing the essential skills and tools can optimize time, cost and quality. This course will provide an introduction to the theories and concepts of project management and how those theories and concepts apply to today's business practices. Competencies: H1X, H2X, S3F, FX. Faculty: Mary Lou Lockerby.

FA 312
FINANCIAL LITERACY
The purpose of this class is to learn the language of business and the "grammar rules" required to apply this language to different scenarios and our own lives. We will discover who the audience for financial information is and develop the ability to see how financial activities affect and are relevant to this audience. This audience consists of investors, creditors, bankers, customers, employees and us. Our own ability to understand these concepts will be enhanced as we picture ourselves as users and preparers of this financial information. We will explore the topic of financial literacy both from the global and the personal perspective. Big corporations, small businesses and we the individual have something in common. All must ask the question: How do we control, organize and communicate financial situations and information in a way that is meaningful to us and that will help accomplish long term goals. Simply having money does not guarantee that we know how to manage it or that resources are being used effectively or appropriately to realize our goals. In this class, we will first establish a common framework and terminology for financial literacy and then explore questions such as "Why is financial planning important?"; "What are common budgeting systems and tools?"; "How can a budget or financial plan be used to help identify and achieve monetary goals?" “Why do such plans often fail?” By considering the economy, assessing our own individual financial situations, by applying financial concepts learned to real world situations, students should be able to apply skills learned within both a personal and global context. Competences: FX, S1D, H1X, H2X. Faculty: Bridgette Mahan

FA 313
PROCESS MANAGEMENT AND DESIGN
From erecting an architectural monument to developing training materials to planning an international seminar, it's all process. Process Management and Design begins with an examination of the origins of work systems and process design, ranging from the principles of Frederick Taylor to the philosophies of Deming, Duran, and Cosby. The course of study then moves into an unfettered exploration of process within the context of organizations and leadership, as well as an experiential consideration of the manner in which process applies in non-traditional contexts. Class participants will learn to create, define, analyze and classify processes; develop and apply process measures, and determine customer and consumer needs and expectations. Other topics covered include process re-engineering, continuous process improvement, process benchmarking, and systems thinking. Class participants are encouraged to engage in this learning experience with fresh perspectives about process, and its potential meaning in unconventional settings. Competences: L7, FX, S2X, H2X. Faculty: Gene McGinnis

FA 314
THE BUSINESS OF RETAIL
The famous business theorist Peter Drucker has called American culture a unique combination of materialism and idealism. These qualities have combined to make America a consumer based society unlike any other culture. What is it about American stores and the American shopper makes both so unique? Super stores, the consolidation of regional stores into multinational conglomerates, online shopping, the emergence of an ever-more savvy and demanding consumer, economic cycles, international monetary values and the demographics of American shoppers have combined to transform the experience of shopping in the last twenty years. How do stores entice consumers to buy? That question will be answered in this class. This class will look at a variety of store environments and will feature student-based discussion of weekly store visits. Using the science of shopping (as defined by Paco Underhill and others) the class will visit and evaluate, time and scheduling permitting, a wide range of retail options. Competences: FX, A5, A2X, L7. Faculty: Jill Joachim

FA 315
CORPORATE COMMUNICATIONS: BEYOND THE BUZZWORDS OF BUSINESS
A successful business leader's actions are underscored by efficient and effective skills in communication. This course will position you to move forward with the respect of others and a heightened sense of self worth. We will focus on looking at communications in contemporary business contexts; determining your skill in
presentation/platform applications, and ways to advance; and effectively demonstrating your increased understanding and application level. Competencies: H3D, H3E, H3X, A3C, A3X, A4, FX. Faculty: Bill Forsberg

FA 316
MAKING BUDGETS: FINANCIAL AND ETHICAL INTERPRETATIONS
This course examines the process and responsibilities of the manager in the budget formation, interpretation and implementation process. Students will learn to read and interpret financial budgets and understand the practical and ethical implications that budget implementation has on managers and workers. The class consists of case studies with analytical problem solving, introductory lectures on basic financial concepts and theoretical frameworks. Students will develop and analyze financial budgets, participate in discussions of current ethical implications of budget implementations, and write reflective papers addressing their competencies. Competencies: A-3-X, H-1-X, S-2-X, F-X. Faculty: Daniel Ryan

FA 317
CAREER VS CALLING: LIFE IS ALL ABOUT THE HYPHEN
When we die, our tombstones record our birth date and our death date, with a hyphen in between. How we live our lives is represented by that hyphen. This course is intended to help students identify what they want their hyphen to represent and how that applies to their career and life choices. Special attention is given to methods of identifying personal calling and for achieving personal fulfillment goals. Students also examine the views of philosophers, spiritual leaders, and artists, both historical and contemporary. Students create their own mission statement for work and life. Required readings for the course are taken from Repacking Your Bags: How to Live Life with a New Sense of Purpose and Whistle While You Work: Heeding Your Life’s Calling by Richard J. Leider & David A. Shapiro and A primary objective of the course is to expose students to resources that can be used in their own self-discovery process. Multi-media activities include small and large group discussions and presentations, research, and report writing, video and audiotapes. Students are encouraged to use the Internet in their research. Competences: A-1-D, A-3-D, H-2-H, F-X. Faculty: Gregory L. Gilmore. Students are strongly advised to register for two competencies.

FA 318
UNDERSTANDING FINANCIAL STATEMENTS
Business managers as well as investors must have a basic understanding of financial statements as not only a management tool but also as a way of communicating the financial and operational well-being of a company. This course teaches students the essential elements of financial statements, their interpretation and their impact on investors and society. This is a particularly important topic and skill in light of the recent corporate financial reporting scandals plaguing Wall Street and the nation. Phone: 630-960-3299; Email author@edpaulson.com. Competencies: A4, H2X, FX. Instructor: Ed Paulson

FA 319
THE VALUE OF STATISTICS
British royal advisor Benjamin Disraeli is reputed to have said the following about manipulation of public opinion: “there are three kinds of lies: lies, damn lies, and statistics.” Whether or not Disraeli actually said this, our relationship to the use of numbers in addressing public issues continues to be problematic. Reading the newspaper, perusing consumer reports, analyzing political data are all activities in which we engage on a daily basis. People who want to sway us, or to convince us, or to attract our dollars use statistics to help us make up our minds. How much do we know about how this kind of counting works? In this class, students will look at how numbers add up to give us reasons to be for or against ideas. This course will center on how to create, decode, and analyze statistics. Some knowledge of mathematics is essential to understanding statistics so prior completion of the Quantitative Reasoning course or it’s equivalent would be very beneficial to having success in this class. Competencies: H-3-G, S-2-X, S-3-X, F-X. Faculty: John Hemmerling

FA 320
BUILDING AN INVESTMENT MODEL THAT FLIES
Investors range in age from newborn babies to centenarians. Population as a whole can be segmented according to various attributes, some of which have a decided influence on one’s spending and investment proclivities. Identifying those attributes is essential in determining the appropriate types of investments for the individual investor. Understanding the role of the economic, interest rate, and inflation cycle are also critical to putting together an efficient, effective, and suitable investment portfolio. Prerequisite: Completion of Risk vs. Reward in Investing. Building on what was learned in the prerequisite class, we will examine the segments of the population and what causes them to make their investment decisions. We will then put together sample portfolios for hypothetical investors for different points in the economic cycle. This course can be taken for only one competence. BA-1999 Competencies: H1X, FX. Pre-1999 Competencies: WW. Faculty: Nancy Singer
As contemporary American business continues to move toward internet- and web-based communication, and with increasing demands on business managers to communicate key messages quickly and effectively, the ability to write clearly and effectively becomes an increasingly valuable skill. Business and Professional Writing offers students practical experience in developing cogent, concise and articulate written products. Students will learn to plan, organize and write effective business documents such as, business letters, memoranda, E-mail, business reports, abstracts, executive summaries, cover letters, and resumes. In addition, students will learn to examine and write to a specific audience, to select the most effective wording and phrasing, to analyze and revise written works (either their own, or the work of others), to identify logical fallacies, to write within a specific context, and to work collaboratively in creation and modification of business and professional written documents. BA-1999 Competencies: FX, H-3-X. Pre-1999 Competencies: WW, HCF. Faculty: Gene McGinnis

Business and trade between nations have never operated independently from the realm of politics and international relations. In the current era of globalization, however, each of these areas increasingly effect and shape the nature and direction of the other. Recognizing the ways in which political relationships, conflict and cooperation simultaneously define, promote, and complicate commercial opportunities is crucial to achieving future business success in the 21st century. In this class, students will analyze contemporary Sino-American relations from a cross-cultural perspective, with an emphasis on developing an understanding of how particular issues impact the business climate through the interplay of macroeconomics and geopolitics. Additionally, students in this class will identify and analyze those specific issues in contemporary Sino-American relations that have the greatest potential to impact the present and future operations of the IBA. BA-1999 Competencies: FX. Faculty: David Steiger

A successful new business often experiences tremendous revenue, personnel and financial growth. Ineffective management of this growth with all of its opportunities as well as pitfalls can put a successful business out of business. This course covers the areas of concern, shows methods of monitoring financial and operational information to highlight potential problem areas before they become major problems and then shows methods of effectively dealing with these challenges. Pre-1999 Competencies: HC-F, WW; BA-1999 Competencies: H-2-C, F-X. Faculty: Ed Paulson.

What are the obligations of the workplace to the worker and vice versa? Does the individual worker matter more or does the organization? How can the organization honor both words in "human capital" and be fiscally responsible? The ways that organizations approach selection, hiring, and training express their answers to these questions, intended or not. This course will examine ways to assess the competence and potential of individuals and to create avenues for individual development in the context of organizational effectiveness. Participants will learn skills of behavioral interviewing, interpreting interview data, and developmental feedback and will devise strategies for the ethical use of assessment results. Competencies: H3G, A3C, FX. Faculty: Donna Younger

This course introduces students to practical concepts of Cognitive Behavioral Psychology and offers them new perspectives on how to observe and understand the interaction between thoughts and behaviors in their daily lives. Students will evaluate the tendencies and correlations between what a person "thinks" and what that person "does" through observation and interpretation of their own experiences. A report will be generated for each competence that will include an analysis of the student's own cognitive behavioral tendencies and a plan for personal development. Competencies: H3A, H1I, S3X, FX, S2X. Faculty: Kenn Skorupa

This course will compare the aging experiences of men and women in later life and the relevancy to gender, gender roles to the aging process and ethnic, racial and cultural diversity differences. Although this course is sociological, we will examining the physiological/psychological differences and similarities between older adult men and women. Specific topics of analysis will include gender, politics and power, the gender gap in longevity, why aging women have a longer life expectancy than men, but experience more chronic illnesses
longevity, why aging women have a longer life expectancy than men, but experience more chronic illnesses
and report less physical and mental well-being in advanced ages. With the baby boomers in their 40's and
50's and soon to be 60's, sexuality in the lives of older adults are being highly publicized. The release of the
medication Viagra (sildenafil) is a vivid example of such publicity. Sexuality in older adults presents a
markedly different set of challenges than those in young adults. This course will explore society's attitudes
and myths about sexuality in later life, as well as presenting realistic information on ongoing research into the
physiological and emotional changes affecting sexuality and intimacy. BA-1999 Competencies: H3F. Pre-
1999 Competencies: HCF, WW. Faculty: Patricia Whitney

FA 327
TECHNIQUES OF BUSINESS REPORT WRITING
Most training programs are created as the result of a report, and reports also document the effect of the
training on the trainees. Either way, the report is a legitimate component of all training programs. Learn the
procedures used in creating detailed reports that can be implemented in your workplace. Examine the "voice"
of a business report, and learn ways to turn reports into RFPs for further programs. A five-week, close
examination of the steps involved in creating detailed reports for business is encountered in this class. This
course can be taken for only one competence. BA-1999 Competencies: A2B, L7, FX, S2D, H2X. Pre-1999
Competencies: WW, HCH, ALA. Faculty: Will Johnston

FA 328
APPRECIATIVE INQUIRY, POSITIVE ACTION: UNDERSTANDING THE POWER OF STORY TELLING
Traditional approaches to organizational change place the practitioner (manager, consultant, or other change
agent) in the role of diagnostican or problem-solver. This approach is based on the concept that organizations
are like machines. When they break down, the expert simply needs to find the source of the problem and
repair it. Organizational developers have discovered that organizations rarely act so predictably as machines,
and repairs led by experts rarely have lasting impact. In the early 1980's a new model for organizational
development began to emerge in response to the frustration with traditional approaches. Appreciative Inquiry,
founded by David Cooperrider and colleagues provides a new theoretical and practical approach to change
that engages the positive energy of the organization. In this course, you will learn how Appreciative Inquiry
evolved in the relatively new field of organizational development, understand its core concepts and learn how
to use the process to unleash the power of positive change in your organization. This course is excellent for
anyone working in a management, leadership, consulting or support role in an organization (or who aspires
to). BA-1999 Competencies: H1I, H2C, A3D, A3F, FX. Faculty: Pamela Meyer

FA 329
DEVELOPING AND MANAGING A MARKETING COMMUNICATIONS PROGRAM
This course will provide the student with the understanding of the principles of marketing communication, the
marking communication vehicles most commonly employed by corporations in America and Western Europe,
and the situations in which each marketing communication vehicle may be most effectively used in an ethical
manner. The students will learn both the principles of marketing communication and how to target a market
demographically, geographically, and psychographically, to ensure that the marketing communication
strategy developed and program executed are consistent with the "best in class" principles of marketing

FA 330
FUNDAMENTALS OF GLOBAL MARKETING
This course will help students to understand the basic concepts and practices necessary to market products
and services in the global marketplace. The major outcomes of this learning experience will be: identifying
activities, principles, and challenges of the marketing process, as applied domestically and internationally;
understanding market segmentation, target marketing, and market research and their applications; applying
the "4 Ps" of marketing - - product, price, promotion, and place/distribution - - to domestic and global
business; and becoming familiar with key issues and international situations encountered when marketing
products and services globally. Please note that this is a one-competence, five-week course. Pre-1999
competencies: HCF, WW; BA-1999 competencies: H5, FX.

FA 331
COMMUNICATION, PRESENTATIONS, PUBLIC SPEAKING
According the The Book of Lists, fear of speaking in public ranks ahead of fear of dying and disease. While it
might not be this extreme for everyone, this course addresses "speaker-fear" and provides learners with both
theory and practical experience in the art and science of getting their point across clearly. We will examine
personal learning styles and social styles and also work on developing presentations and actually delivering
the message. Ice breakers, difficult situations, pacing and diction, openings and closings, and other tools and
techniques are explored. BA-1999 Competencies: H3E, H3X, FX, L7; Pre-1999 Competencies: HCF, HCH, HCS,
WW. Faculty: Gene McGinnis
INVESTMENTS AND THE ECONOMY: A WELL-OILED MACHINE
What words must we use to describe "our economy?" The attributes are so pervasive throughout our society, they tend to define and outline our daily lives. More than simply our investment decisions hinge on our economic outlook at any given point in time. Decisions regarding our choices for education, careers, specific jobs, spending and savings, retirement, even marriage and children are at least in part driven by our perceptions of the economy: where it's been and where it's going. So, just what is the "economy", and how do we determine where we are in the economic cycle? And then, what do we do with that information? In this class, we will review major economic theories and determine what factors were in play when the theories were conceived, and how each has been used in the 20th century (and thus far in the 21st) to structure investment decisions. We will determine the various economic variables, as well as tax consequences, and how they impact choices we make for our investment portfolios. This course can be taken for only one competence. BA-1999 Competencies: H1X, FX. Pre-1999 competencies: HCF, WW. Faculty: Nancy Singer.

SELF, WORK AND FAMILY: CHALLENGES AND CHOICES IN A CHANGING WORLD
This course is designed for everyone who has experienced the challenge of managing a multi-faceted life in a rapidly changing world. It begins with an analysis of the definitions of "self," "work," and "family" across cultures, and examines recent research into generational theory to identify some of the psychological and historical antecedents of contemporary attitudes about these concepts. We then explore the dynamics among these concepts, including conflict, balance, integration, and boundary setting, paying particular attention to the impacts of technological change and the growing number of women in the workforce. Finally, we examine various models for adult development and engage in activities that allow for each student to articulate his or her personal priorities and to develop life and work strategies that enhance workplace performance, productivity, and personal fulfillment. Pre-1999 Competencies: WW, ALS, HCX, ALD, PWQ. BA-1999 Competencies: FX, H5, H3C, S3F. Faculty: Jean Knoll

FINDING BUSINESS IDEAS THAT WILL WIN
Not all new ideas are good ones. This course teaches students evaluation techniques for determining the business feasibility of a new idea, with the ultimate goal being the writing of a feasibility study for a new product or service idea. This course can be taken for only one competence. BA-1999 Competencies: FX, H3X. Pre-1999 Competencies: WW, HCF. Faculty: Ed Paulson

FREE TRADE, FREE MARKETS: THE WORLD TRADING BLOCKS
This course addresses how large financial institutions organize and control the flow of international trade. In this course, students will study the organizational set up of NAFTA, The European Union, and the smaller Asian trade associations. The World Trade Organization will also be studied and analyzed. Students will explore the various roles of regional exchanges for larger trading blocks. This course will be helpful for all students working in or considering careers in finance, in commercial analysis, or in international business. Competencies: S3X, H5, H1C, H2A, FX Faculty: Joann Gesiakowska

DESIGNING PROFESSIONAL TRAINING PROGRAMS
Training is one thing; training that's really used is the thing. This course prepares the student to identify and select design elements that vary training rhythm in order to maintain interest. Next, the training program content-video clips, role-playing exercises, quizzes, and round-table discussion-fosters behavioral change in those being trained. This course can be taken for only one competence. BA-1999 Competencies: A2B, L7, FX, S2D, H2X. Pre-1999 Competencies: WW, HCH, ALA. Faculty: Will Johnston

FOCUSING ON ASSESSMENT OF TRAINING NEEDS
To put it simply: who needs training and why? Needs Assessment is the third key step in the creation of business training programs. It unearths areas for training and identifies groups who should receive it. A five-week, close examination to help recognize and prioritize essential information. This course can be taken for only one competence and meets the last five weeks of the quarter. BA-1999 Competencies: A2B, L7, FX, S2D, H2X. Pre-1999 Competencies: WW, HCH, ALA. Faculty: Will Johnston

EVALUATION AND VALIDITY OF TRAINING RESULTS
Discover how your training benefits both student and the company. Sophisticated evaluation techniques
Discover how your training benefits both student and the company. Sophisticated evaluation techniques currently in use by the most respected training organizations are analyzed and tested in this class. In addition, we examine ways to support your own training designs with proof of their validity and reliability. This course can be taken for only one competence. BA-1999 Competencies: A2B, L7, FX, S2D, H2X. Pre-1999 Competencies: WW, HCH, ALA. Faculty: Will Johnston

FA 339
PROFESSIONAL BUSINESS WRITING
This course develops writing skills used in a business setting. Effective writing skills are directly related to a person's ability to successfully maintain and grow in a career. And as our world continues to shrink globally, being able to produce clearly written communication across all cultures is a skill that is not only desirable but also essential. Through a process-oriented approach, you will learn to plan, investigate, organize, write, and revise successful business reports and correspondence. Emphasis is given to principles of effective professional writing, especially as they pertain to memos, letters, reports, proposals, e-mails and employment messages. You will also be introduced to collaborative writing and intercultural communications within a business context. Finally, you will learn to correctly use one of three different "styles" for documentation: AP (Associated Press), MLA (Modern Language Association) and APA (American Psychological Association).

FA 340
RETIREMENT PLANNED OCCURRENCE OR ACCIDENT
Every so often we read stories about ordinary people who die and leave behind millions of dollars, much to the surprise of family, neighbors, and the charities to whom they have chosen to inherit these vast sums of wealth. Typically, these millionaires were avid savers and investors. But almost always, these people share at least two other traits: they lived to a ripe old age, and they had a plan for their retirement from active employment and for their estate after their death. There are no guarantees in life or in investing; yet the individuals who make reasoned assumptions and practical choices are more than likely the ones who will leave large estates. What are the attributes of a well-designed retirement plan, and how does an investor determine what decisions need to be made, how much money will be needed in retirement, and what sacrifices need to be made in order to allow for an appropriate retirement nest egg? This class will explore the needs of various classifications of the population, and identify the financial needs and tolerance of risk of each, and actually build a retirement investment model that satisfies those needs. This course can be taken for only one competence. BA-1999 Competencies: H3X, FX. Pre-1999 Competencies: HCF, WW. Faculty: Nancy Singer

FA 341
MANAGING THROUGH TRANSITION: CHANGE MANAGEMENT FOR FIRST-LINE LEADERS
An examination of the initiation and management of change processes in today's corporate environment. Special emphasis is placed on managing the effects of organizational change on the work group. Students learn to introduce, implement, and drive change. Additionally, students will learn to recognize and overcome resistance to change. Classes will contain videos and leading edge management techniques. Please note that this is a one-competence, five week course. Pre-1999 competencies: HCS, WW; BA-1999 competencies: H2C, FX.

FA 342
MARKETING MOVIES IN TODAY'S HOLLYWOOD
The course will study in depth the art and science of motion picture marketing for both the major studio films as well as the smaller independent films that are released today. Film marketing encompasses different areas of responsibility and expertise including advertising, publicity, promotion, market research and merchandising, and we will study how they all work together in bringing a movie into the marketplace. The course will examine how a marketing campaign is created, how strategies differ for studio and independent films, and how the movie trailer and poster are created, as well as the costs of advertising, the power of publicity, and the importance of finding the right hook and target audience for niche films. This course provides an inside look into the economic and power structures behind the scenes that help determine which movies are made, distributed and marketed to the public. Competencies: A5, H1C, H2X, FX. Faculty: David Sikich

FA 343
TEAM LEARNING THROUGH PROJECTS
This course focuses on both theory and practice of how teams learn. Related to theory, participants will review the text of various authors who have written about team learning. Each participant reads the required text and reviews a second a book of their choice related to team learning. The participants then learn from each other the key points of the authors. In practice, participants immerse themselves in a project team that follows a sequence of problem solving steps from analysis through solutions. Competencies: L7 and FX
(students may register for only one competence). Faculty: Karen Snyder

FA 344
SUSTAINING RELATIONSHIPS AT WORK: THE JOURNEY FROM CONFLICT TO COLLABORATION
In the workplace differences of opinion are an important source of change, innovation and creativity. Yet when differences are not dealt with effectively, they can grow into conflicts that shatter important working relationships and require precious resources to resolve. Dealing with differences respectfully and creatively is crucial to maintaining the interdependent relationships that are replacing command and control power structures in today’s decentralized, fast-paced organizations. This five-week course will provide an awareness of the skills needed to mediate and an opportunity to practice them. It is an overview of skills and techniques that help individuals identify and address differences in the workplace that can lead to conflict and resolve conflict when it occurs so that relationships are preserved. Students will be able to distinguish between the methods of arbitration and mediation; identify potential sources of conflict in the workplace; use skills associated with conflict resolution to facilitate change in non-conflict situations; identify archetypal roles associated with conflict and the story framework associated with the conflict resolution process.
Competences: A3X, H3D. Faculty: Paula Bartholome and Jan Silverstein.

FA 345
THRIVING FROM BUSINESS SUCCESS
Once an idea is proven feasible, time must be put into creating a business entity within which that idea can become a reality. This course teaches students the details associated with writing a business plan, forming and managing a functional business and creates a deeper appreciation for what goes into creating and running a business. This class can only be taken for one competence. Pre-1999 Competencies: HCF, WW. BA-1999 Competencies: H3X, FX. Faculty: Ed Paulson (www.edpaulson.com)

FA 346
LEADING FROM WITHIN: TAPPING YOUR INTERNAL WISDOM
Leadership begins within us. In order to be an effective leader, we need to have an awareness of how we create in the world. To affect transformation in our organizations, we need to understand the power we have to effect change. Additionally, any leader intending to be at the forefront of their industry needs to experience, apply and nurture their creativity and create an organizational environment that does the same for all company associates. This course looks at leadership as a process of understanding the internal building blocks of effective leadership, whether you are a sole-entrepreneur or the CEO of a fortune-100 firm. It enables students to experience and learn the skills/tools necessary for an innovative approach to leading. The format is largely experiential, with emphasis on exercises, techniques and readings through which the students will investigate the creative process and how it is integral to all aspects of the business. The course is designed to open students to the creativity within themselves and their organizations, and to the tools that promote innovation and enhanced organizational effectiveness. BA-1999 Competencies: A3X, H3F, H2C, FX. Pre-1999: WW, ALF, HCO, HCT. Faculty: Laurie LaMantia

FA 347
WRITING PERSUASIVE BUSINESS PROPOSALS
The first step in the creation of effective training programs for in-house or out-sourced clients, this course probes deeply into the art and craft of creating persuasive proposals. It may be a surprise to learn that proposals are written to an effective, sensible formula. Master it in a five-week, close-up examination. This course can be taken for only one competence and meets only the first five weeks of the quarter. Competencies: A2B, L7, FX, S2D, H2X. Faculty: Will Johnston

FA 348
UNDERSTANDING ORGANIZATIONS AND OURSELVES
Organizations play an enormous role in our personal, business and community development. At the same time organizations are shaping us, our participation in these organizations shapes their structure, values and behavior. In this course you will begin to understand the dynamic relationship between the individual and the organization, using your own experience as a starting point. This highly participatory seminar format course will give you many opportunities to learn from your own experience of organizations, and those of your colleagues. You will learn to frame your experience in terms of existing and emerging organization theory from the modernist and post-modernist perspective. While this course while be relevant to many, it will be particularly useful to those interested in working with, or influencing organizations, including business people, managers, human resource and organizational development practitioners, and those working in the non-profit sectors. BA-1999 Competencies: A3F, H1E, H2X, H3G, FX. Faculty: Pamela Meyer.

FA 349
TRAINING, TEACHING AND TEAMS IN THE WORKPLACE
What is workplace learning? Why do employers want to train employees instead of hiring people already skilled, and how is the teaching task accomplished? Is workplace learning different from classroom learning? Do people learn better in groups? Do people accomplish more in groups? Less? Who is the best workplace teacher? Why? In this course, students will address the many concepts and problems raised by the acquisition of skills and knowledge in the workplace. By examining texts, case studies, and experience will uncover theories and methods of teaching and will define productive workplace education. F-X: Can explain the role of training in the workplace. Competences: L-7, FX, H-1-B, H-3-A, H-3-B, H-3-D. Faculty: Bil Murray/ Dina Harris

FA 350
EFFECTIVE COLLABORATION: SKILLS, STRUCTURE AND CULTURE
Collaboration or working in teams is part of most 21st century workplaces. It is intended to be a way to tap into the creativity, problem-solving skills and diverse perspectives of today's organizations in an effort to be competitive through creating and sharing knowledge. Collaboration is encouraged in traditional settings “face-to-face” as well as virtually. What does it mean to collaborate effectively? What are the skills, structures/tools and organizational cultures that promote collaboration? During this class students will take a very hands-on approach to exploring these questions while practicing the individual skills that support collaborative work. They will also explore and discuss the types of organizational structures and organizational cultures that support effective collaborative work. Working in groups they will document their shared understanding of these concepts using a free tool for creating a knowledge model of their collaborative efforts. Competences: FX, L7, H3D

FA 352
BUSINESS ETHICS AND SOCIETY
In this class, we will explore major issues in business ethics related to labor, equal employment opportunity, worker safety and health, environmental quality, financial disclosure, and the role of government and free enterprise in preserving and enhancing our society and market operations. We will examine accepted business practices in light of human needs, justice, rights, and dignity. By exploring a variety of ethical frameworks and perspectives, we will consider the questions of whether or how moral imperatives and values work in the conduct of business. Competences: A3X, A4, FX, H2X. Faculty: Bridgette Mahan

FA 353
SYSTEMS CHANGE AND CHAOS THEORY
This course focuses on the phenomenon of organizational change. It examines the natural environment as an example of the ways chaos can be a healthy, and often necessary, aspect of an organization's identity. As organizations continually reinvent themselves, chaos models are useful tools for assessing this change strategically. We address the following specific issues: (1) the complexities of inside, and outside, collaboration; (2) reinvention of the organizational relationship; (3) building a shared vision; (4) systems thinking; (5) Strategies for team-based learning and related leadership skills. Competences: L7, S2D, FX, H2C. Faculty: Team-taught: Tranita Jackson and Joseph Ritchie

FA 355
USING PERFORMANCE METRICS TO ANALYZE AND ENHANCE BUSINESS RESULTS
Business performance cannot be viewed in a vacuum. It must be viewed in terms of past performance, current results, and where performance levels need to be in order to achieve desired outcomes. This course will explore the use of performance metrics as a strategic tool to enhance business results. Without an accurate, quantitative assessment of what is being done from an actions to outcome perspective, it is difficult to set a course for positive change. Establishing a set of integrated performance metrics involves numerous business processes. In this context, the course will also examine mission statements, business plans, databases, the creation of key tasks, and the establishment of good employee relations through leadership initiatives. The importance that each of these elements has in the business process, as well as how they need to be integrated to produce optimum business results, will be discussed. Competences: H2C, H2D, FX. Faculty: Thomas Bottum

FA 357
INTERNATIONAL BUSINESS IN THE GLOBAL ECONOMY
The advances in communications technology have changed the global economy and have shaped communities throughout the world. The advent of the Internet, email systems, worldwide shipping capabilities and the pressure for profit production have contributed to the erosion of political and national lines in favor of international trade. Global trade agreements, the World Trade Organization, and the European Union illustrate the new era of cross-national trade taking precedence over tradition nationalistic interests. As the economy becomes more global, it becomes essential for all participants to understand emerging trends in order to thrive, sustain or survive. This course examines the resources used in international business and
This course will explore the history of Chicago from an environmental perspective. From the city's first days, its geographic location amidst surrounding natural resources has been key to the city's development. In this class, we will trace the historical relationship between Chicago and its environs. We will examine the transition of Chicago from a rising industrial power to its position as a burgeoning green urban center. We will study environmental movements of the last century and a half, from early urban reformers to more modern efforts to clean up the city's air, water, and land resources. We will also consider issues of environmental justice, in terms of the distribution of living, working, and waste spaces. Finally, we will investigate contemporary environmental problems and solutions. Students will be expected to attend lectures, participate in class discussions, and research and present their findings on a current environmental issue in Chicago.
Competencies; S3C, H4, H1H. Faculty: Chris Wonderlich

FA 363
ADVOCACY AND SELF-DETERMINATION
Students will study the process of goal achievement from goal definition through development of a vision, review of resources and obstacles, strategic ordering of tasks and steps, effective communication and negotiation, and development of an action plan. They will consider current theory and engage in practical exercises that will require the application of this theory. They will produce a completed action plan for a defined personal goal. Competences: A-3-D, A-3-X, H-3-X, L-7. Faculty: Lynn Royser and Norene Trondsen

FA 364
STATISTICS FOR MANAGERIAL DECISION, SOCIAL AND BEHAVIORAL SCIENCES
This course introduces the fundamental concepts and methods of statistics with emphasis on real world applications to a wide variety of fields. Statistical methods constitute valuable analytical tools for decision and policy making in the twenty first century. The apprehension of such techniques should enable business managers, policy makers, educators, behavioral scientists, and other social scientists to reach an informed and well presented conclusion that is based on real-life tractable phenomena. The course begins with a survey of basic descriptive statistics, data sources, and data collection and presentation. It then covers elementary probability theory, sampling, estimation, hypothesis testing, and linear regression. Those statistics and characteristics will be easily computed using the Microsoft Excel, Minitab, or other software. The course focuses not on mathematical proofs of theorems, but rather on practical issues involved in the collection, treatment, and interpretations of historical data from a wide variety of areas of interest, including finance, economics, education, psychology, public opinion, demography, immigration, and data in the related fields using the techniques of statistical inference. More importantly, it is crucial to keep in mind throughout this course that the reliability of any decision or policy making based on historical data depends on well constructed statistical inference. You do not need to have previous knowledge of Minitab or other statistical software to take this class, however you are expected to be acquainted with Microsoft Excel. Competences: S-2-X, H-2-E, F-X Faculty: Samuel Koumkwa

FA 365
THE LEADERSHIP EDGE
The course is designed to give students a practical understanding of the ways transformational leaders are having a lasting impact on a wide array of organizations ranging from major corporations, to nonprofits, to international institutions. In the process, students will learn leadership lessons that can contribute to their personal and professional growth and development. The principles of deep change can apply to people at every level of an organization regardless of its size. The class is interactive and will include case studies as well as movies portraying transformational leaders who have pursued the vision of deep change. Multi-media activities will include small and large group discussions and presentations, research, report writing and video and audio tape presentations. Students prepare a paper based on personal experience, class activities and independent research to demonstrate their understanding of the competency chosen. Competences: A-3-C, H-2-C, F-X, A-4 Faculty: Greg Gilmore

FA 366
CULTURAL PERSPECTIVES ON THE GLOBAL ECONOMY
This course explores economic globalization from the perspective of the ethical and religious values of the world's major cultural traditions. For all their differences, the religious traditions of the world have one thing in common: the poverty, suffering and violence that afflict a tremendous number of people in our global economy. This course will explore how the world's religious and spiritual traditions can help us collaborate to reduce economic injustice and promote environmentally responsible development. In particular, we will focus on the unique perspective that Buddhism can bring to economics. The goal is to promote an intercultural dialogue that will help us learn collaboratively about some of the most important and practical issues of our day. Competences: H2A, A3A, A4, FX. Faculty: Michael Skelley

FA 367
INTEGRATED MARKETING COMMUNICATIONS
This course introduces the concept of Integrated Marketing Communications (IMC) which is the approach that more and more marketing and communications professionals are using to face the challenges of the contemporary market place. An increased rate of advertising clutter in most traditional media, the rapid growth of the internet, a more product knowledgeable and demanding consumer with an increased variety of options to chose from, higher pressures from manufacturers to retail chains and a global economy are only a few characteristics of today's business environment. We will use real examples of companies and industries to analyze the concepts of advertising, sales promotion, direct marketing, interactive/internet marketing, public relations and personal selling and the most common techniques for understanding consumer behavior.
and create an effective promotional campaign that integrates some of these tools to target specific markets. Additional skills for the creation of visual layouts and global market penetration analysis will be developed for some students depending upon their selected competences. Competences: A2X, H2X, FX. Faculty: Staff

FA 368
COMPASSIONATE BUSINESS: STRESS REDUCTION IN THE WORKFORCE
A system of spiritual growth; A system of stress relief. In the business world, the stress on a person's life and health has a direct impact on their productivity and creativity. Studies have shown that as stress increases in someone's life, their productivity at work goes down. The current state of humanity and technology has created a world with a new type of stress; the pace and speed of interaction has increased to a rate where a person has to deal with an influx of information and, often, interactions with hundreds of people per day via different technologies. In this course we will study another worldview, very different from the Judeo-Christian ethic in which many of us were raised. The purpose will be to develop a compassionate business ethic, both in our own life work as business people, and in the way we deal with our colleagues, employees, and co-workers. This different world view is the religious tradition from India known as Sikh Dharma, a religion that believes in the equal status of all of humanity. We will also examine Sikh Dharma businesses and other businesses that have conscious practices built into their bottom line. By taking this course, students will develop stress relief techniques and a sense of great purpose in their business lives. We will lower the stress level in our lives by participating in Kundalini Yoga stress reduction techniques from a video, weekly meditation exercises and textbooks. Through the course we will also develop Personal Goals (1 year, 5 year and 10 year), Value Statements based on self developed principals, personal mission statements, and a unique self care plan tailored to each student's individual temperament, to use during periods of stress. Students taking the course for H2X will create a volunteer project to promote a better quality of life for their colleagues. Practicing Kundalini Yoga meditation will not require any commitment to Sikh Dharma nor will it conflict with any other religious commitment you may have. Competences: H2X, A3B, FX. Faculty: Dr. Japa Khalsa

FA 369
HUMAN RELATIONS IN THE WORKPLACE
In this career analysis and development course, students examine the six key Human Resource functions with their accompanying principles, and then examine and practice key Human Relations skills and roles in order to develop their competence in understanding how people perform in the workplace. Specifically, students will be involved in understanding the interrelated functions of: workforce planning, design of productive work systems, structure and process of labor law, development of flexible compensation/benefits programs, design of effective employee safety/security/health programs, and construction of intelligent information systems for the human resources environment. Students will witness and measure the practice of the key skills and roles including goal-setting, communicating, and negotiating. Students will also practice assessing performance, retention, and other human resource functions. Competences: FX, L7, H3X, S3X. Faculty: William Henning

FA 370
STRATEGIC APPROACHES TO PROJECT MANAGEMENT
Project management can be broadly defined as planning, scheduling of non-routine tasks, and allocation of resources to complete a specific project deliverable within a given time period. Today, global economic competition, limited resources, tight deadlines, and the complexity of projects demand knowledge of systematic project management techniques and applications of project management tools. This course is designed to provide a general framework to assist you in developing fundamental project management skills and the application of strategic approaches to successful project management. Topics include concepts and techniques in developing a project plan, budgeting, cost management, and scheduling. Project scheduling topics will address scheduling techniques (PERT- Program Evaluation Review Technique and CPM- Critical Path Method), methods to assess risk, resource allocation, and project acceleration. Additional topics include project monitoring, control, evaluation, and project termination processes. To demonstrate a basic knowledge of project management concepts, individual project case studies for this course will build upon competencies and utilize basic project management tools. Competences: H3D, FX, S1X. Faculty: Paul Okamoto

FA 371
WORK AND THE MODERN SELF
Our identities are shaped by the work that we do (and by the work that we do not have the opportunity to do). This course will address the impact of working and of the products of our work on our sense of self. For some people, "work" refers to one's job, the means of one's livelihood. Others use the word to describe volunteer work, housework, or other productive activities. Some people associate "work" with drudgery and compulsion, while others think of the word in terms of productivity and stimulation. We will consider work from the perspective of our needs and values, but also from the perspective of the needs of society. We will also consider the value that society assigns to different types of work (and the impact of that valuation on us and
on various social groups). Other topics will include how work affects our family and social lives, how our private lives affect our experience of work, and the impact of technology on our work. Competences: A3D, H4, S3F, FX. Faculty: Kevin Buckley

FA 372
GENDER, MIGRATION AND THE NEW WORLD ORDER
All over the world more and more women are migrating to different countries or parts of the world. The majority of these migrants are employed as “nannies, maids, and sex workers.” The global restructuring of national or regional economies results in massive unemployment and the destruction of traditional sources of livelihood. Women therefore migrate to other countries or parts of the world in order to secure their own and their family members' livelihoods, and an array of national policies and institutions propagate, mediate, and benefit from the global free trade or domestic or sex workers. In this course we address these issues by asking to what extent the traditional gender-based values of the old world order remain intact in this new economy while crossing divisions based on class, racial-ethnic, geopolitical, or cultural differences. Migrant women's experiences, voices, and individual and collective acts of resistance or organization are center-staged in this course. Competences: H4, H5, A3C, A4, H1B, H2A. Faculty: Mechthild Hart

FA 373
IRELAND FROM THE INSIDE OUT
The Irish can lay claim to shaping and exporting to the larger world the work of musicians Bono, U2, and the Cranberries, poet Seamus Heaney, novelist Roddy Doyle, screenwriter and director Neil Jordan (The Crying Game, Michael Collins) and the re-emergence of Celtic spirituality. All of this is an outgrowth of the tremendous social, economic and political changes occurring over the past twenty years in Ireland. This course examines the economic, social and political history of Ireland, as well as the forces shaping recent changes within the society. While the island's total size is only 52,341 m2 or approximately the size of Alabama with close to 4 million people living in the Republic of Ireland, it has been at the center of historic change and a crossroads for many shifts in European and world history. Students will demonstrate the competencies through class participation, field work, research and other assignments that will allow them to apply course readings, guest speakers, videos and discussion to their own interests. Competences: H5, H2X, H1X, A1X. Faculty: Rebecca Lindsay-Ryan.

FA 374
LITERATURE AND CINEMA AND THEIR IMPACT ON THE HUMAN EXPERIENCE
How does literature and film transform the human experience? Through fiction, drama, and film from different cultures, in this course, students will explore how these art forms shape the individual, and have the ability to transform us mentally, emotionally and physically. Through international literature and films, this course will emphasize the study of different cultures, different views, different systems of thoughts and values. The goal of this course is to learn that in spite of differences, there is a universality and sameness in human's emotions and needs. This course will focus on screening a variety of films, reading different forms of literature, and will require students to discuss and analyzing films and books. Competences: A1A, A5, H1X, H3X. Faculty: Ezzat Goushegir

FA 375
NARRATIVE FOR FREEDOM: THE LITERATURE OF AMERICAN ABOLITIONISM
This course facilitates discussion and learning about a challenging subject in American history. Through literary writings from the Abolitionist Movement, we will study the oppressive nature of the American system of slavery as we read stories of resistance. Autobiographies are powerful sources--they animate life experiences and bring the past to life. The Narratives of slavery and freedom we will read in this class galvanized their 19th Century readers, as men and women bore witness to the violence and injustice they experienced under the slave system. They explicitly called upon the conscience of the nation--to abolish slavery and to live up to the ideals of freedom, equality, and democracy. In addition to rooting these Narratives in history, we will also explore how and why they were created, their rhetorical styles, as well as their place in black literary history. Competences: A1E, A5, H2H, H3G. Faculty: Anne Rapp

FA 376
PERSONAL MASTERY AND THE ORGANIZATION
Peter Senge says, "Personal mastery goes beyond competence and skills...it means approaching one's life as a creative work, living life from a creative as opposed to a reactive viewpoint." This course starts with an introspective look into managing oneself, then moves into using tools to provide data on oneself and lastly, integrating the information into one's personal and professional life. Various personal development theories and models will be explored and used to build a Personal Development Plan. This course is for students who wish to engage in continual learning and self-reflection, and will provide an opportunity to identify ways for improving personal effectiveness, both at life and at work. Competences: A3X, H3X, FX. Faculty: Shawna
FA 377
GANDHI AND NON-VIOLENCE
Students will participate in the Second Annual Gandhi Non-Violence Conference in Memphis, Tennessee on October 14 and 15, 2005. The title of the conference is "Gandhian Nonviolence: Personal Transformation, Political Revolution, and Social Justice." The themes of non-violence in personal, community, and global change will be pursued in workshops and presentations at the conference and in course work before and after the conference in classes held at DePaul. This conference brings together academics and peace organizers from around the U.S. to explore the philosophical, spiritual, and political underpinnings of Gandhi’s non-violence movement in our world. Students are expected to fully participate in the conference, keep a journal, read all conference materials, and meet regularly as a class. Classes prior to the conference will focus on readings by Mahatma Gandhi, Arun Gandhi, and Father John Dear, SJ., peace websites, etc. as well as theoretical and case studies of non-violence. Classes after the conference will include presentations on workshops attended, reflections on the overall experience, and sharing information and understanding on non-violence at the personal, community, and global levels. (See article in January 2005 Yoga Chicago Magazine at yogachicago.com.) Competences: A3X, H1X, H2H, H4. Faculty: Maureen Dolan

FA 378
THE UNDERGROUND RAILROAD
This course uses the geographic region of west central Illinois. Specifically, the course focuses on Jacksonville, the county seat of Morgan County, Illinois. The engaging learning questions are what does Jacksonville have to teach us about the Underground Railroad and why is that important? The activities of a developing nation coming to grips with the institution of slavery, manifest destiny, expansion and growth are the sources of present day identity. How these giant issues made an impact in a small town that was growing along with the rest of the nation serve as a metaphor for development of the west. Though we will deal with the real lives of people and their experiences of daily life, we will also consider Jacksonville as an example for all those places that were equally active on the stage of national development and the pathway that led inevitably to the Civil War. We cannot consider all of the issues with which these early settlers contended, but we will focus our attention more narrowly and peer into the lives and times of these pioneers through the lens of "...our peculiar institution..." we know as slavery and the flight for freedom. We will consider the experiences associated with this flight from the perspectives of those who fled and those who helped the freedom seekers flee. We will consider a thirty-year time frame from 1830 to 1860 and we will inquire into the political, theological, educational, agricultural, and motivational traits and attitudes that brought people to this place and influenced their actions. We will draw connections between important personal values and why people came to this frontier of the national western boundary of the U.S. and how the institutions they built continue to transform our lives. Competences: L7, A1B, H4, H2A, H3G. Faculty: John Willets

FA 379
WAR PRESIDENTS/PEACE PRESIDENTS
Presidents of the United States have been analyzed from various perspectives over the years: as Federalists or Anti-Federalists; as Whigs, Democrats or Republicans; as activists or conservatives; as friendly to business or labor or consumers; as good campaigners or bad; as popular or unpopular; successful or unsuccessful, and so forth. This course will look at the history of the U.S. presidency through the lens of "Commander-in-Chief." During the nation's 229 years, which Presidents have been primarily known for their roles as War Presidents? Which wars were "major" and which "minor"? Which wars were initiated by which Presidents? Which were in response to attacks on the United States? Which were wars initiated by Congress? Were all of these wars "Just Wars"? What is a "Just War"? Does it matter whether or not it is just or just that we win? Which Presidents pursued diplomacy to avert war? Which Presidents were known for their dedication to Peace? Which were both? How did the various Presidents handle tough times of war or peace? How did they perform as leaders and react to public dissent or support? What was the impact of their decisions on the nation's well-being? What lessons can we learn from these histories? Each student will individually study one President from the 18th or 19th century during the first five weeks of class; and a 20th century President during the final five weeks, by reading from various biographical sources. Each week students will bring their reading and research results to share with the class, so we gain an even broader perspective. We also will follow the unfolding events of the current U.S. overseas wars and the actions of the current President of the United States, Congress and Press. Competences: A3C, H1X, H2X, H5. Faculty: R. Craig Sautter

FA 380
ARTISTIC EXPRESSION THROUGH DIGITAL PHOTOGRAPHY
A photographer is someone who combines the compositional skills of an artist, the analytical mind of a
A photographer is someone who combines the compositional skills of an artist, the analytical mind of a scientist and the observational soul of a poet. In this introductory course you will become all three as you study traditional photographic composition and interpret the images you captured with your digital camera. Images made in shooting assignments will require basic image manipulation with Adobe Photoshop™ introduced in group lab sessions. A basic to intermediate level digital camera will be required of each student. Topics explored: portraiture, photo-essay, restoration of vintage photographs, cityscapes at night and the human figure. Competences: A1A, A2D, A5, S3X. Faculty: Michael Boruch

FA 381
CONFLICT AND COOPERATION AMONG NATIONS: BUILDING DEMOCRACY AND A FREE MARKET IN IRAQ
This course is an introduction to international relations, the analysis of the actors, institutions, and events, which influence the processes of international politics, the market, and the development of strategy. The context of the course is based on the changes caused by 9-11 to international politics, markets, strategies, and the consequences of those changes. This course will use the effort to construct a democracy and a free market in Iraq as a case study to explore the larger changes occurring in the international system in the post 9-11 era. Every student will be expected to know the substance and controversies attendant to political, economic, and military developments in Iraq. Each of these areas is fundamentally critical in assessing whether building democracy in Iraq can succeed. A critical analysis of democracy in Iraq is a major goal of this course. Competences: H5, H1C, H2E, FX. Faculty: Dr. James Brask

FA 382
DESIGNING ORGANIZATIONS
While examining theories of organization and organizational behavior students will: Explore the raison d'etre of modern organizations and how they evolve. Learn the core variables and processes that determine an organization's structure and capacity for achievement. Consider the accelerating and transformational changes in current organizational design including: Digital technology's impact on organizational form, from classic forms to distributed and virtual organizations; The shift from organizations being risk averse to taking risks to enhance innovation; Virtual work environments and shared offices; How emphasis on collaboration has changed the organizational landscape. Competences: A-3-X, H-1-F, H-2-F. Faculty: Staff

FA 383
CONTEMPORARY ETHICS
This course briefly examines the ethical responses to problems in contemporary society. The main emphasis will be to establish basic competence in the comparison of systems of ethics in an effort to assist dialogue in our pluralistic world. The goal of this course is to assist students in making decisions in today's highly charged socio-political world characterized and fueled by competing ethical tenets, and to consider their roles in the development of a tolerant society. Competences: A1X, A3X, A4. Faculty: William Wassner

FA 384
THE ROLE OF GLOBAL BUSINESSES IN ERADICATING POVERTY
In this course, students will explore globalization and the role of international businesses in creating jobs and making a profit as perhaps the best way to eradicate poverty in developing countries. We will also examine the role of the Millennium Development Goals (MDGs) in reducing poverty, promoting human rights, safeguarding the environment, and creating new global business partnerships. Course website: http://condor.depaul.edu/~pszczerb/global.html Competences: A3C, H1X, H2X, H3X. Faculty: Patricia Szczcerba

FA 385
THE AMERICAN DREAM: MAKING IT OR NOT IN THE USA
Throughout our country's history, our culture has embraced the notion of the Great American Dream. Rags-to-riches heroes have fascinated and inspired us; have shaped a cultural belief system which teaches that anyone can be anything in America if they demonstrate the talent, the intelligence, and the willingness to work hard for financial success. Critics of the American Dream argue that it is simply not possible for everyone to prosper through determination and hard work alone. Our continued belief in the American Dream, they suggest, blinds us to the structural factors that influence individual success or failure such as class privilege and institutional discrimination. In this class we will examine the American Dream in detail. How and why did it develop in our culture? How is it taught and shared by members of our culture? How does the American Dream compare to cultural messages regarding individual capabilities in other countries? Does our belief in the American Dream empower or restrict individual potential? Through an examination of interdisciplinary readings, film and television material, and lively in-class discussions, students in this course will critically examine the American Dream and its impact our culture, and on individual life experience. Competences: A3G, H3G, H4. Faculty: Kathryn Mary Johnson

FA 386
EXPLORING THE NONPROFIT WORKPLACE
Professionals in the for-profit industry may change careers so they can contribute to society in a distinctive environment with a unique mission and diverse population. This five-week exploratory course provides the framework for how nonprofits operate and helps students understand the integral aspects of nonprofits. Students learn about social issues, the purpose of nonprofits and the consequences of helping populations in need. Discussion topics include various populations, social issues, types of institutions, resources and job opportunities. Students identify skills they possess that they might be able apply to nonprofit organizations and search for ways to make a difference in a community. Students may select a final research project about a nonprofit organization's mission, programs, outcomes, challenges and job opportunities or they may select to design an individualized transition plan with specific goals to help the successful transition from one arena of work into the non-for-profit sector. Individuals who wish to transition into the nonprofit workplace or those who are new to the nonprofit world will benefit from this course. Competencies: FX, H2X. Faculty: Maria L. Ramos

FA 387
AFRICAN-AMERICAN HISTORY: FROM EARLY TIMES THROUGH RECONSTRUCTION
This course is important for students who seek to gain a comprehensive understanding of African-American history in the United States. It will begin with discussions of African culture, the Atlantic Slave Trade, and early forms of slavery/indenturing. It will pay particular attention to the colonial and Revolutionary experience, delving into the mass exodus of Africans during the Revolutionary War, and African-American's role and position in the country's formative years. Enslavement, the Civil War and Reconstruction will follow as key areas of study. In every discussion, students will be asked to look for parallels between the contemporary and 18th and 19th century African-American experience and, where appropriate, to identify key social and cultural thinkers and leaders of the various historical periods. The primary texts for the course will be John Hope Franklin's From Slavery to Freedom, articles and readings written by scholars and important early African-American artists and intellectuals, and video presentations. It is offered for H-4, H-1-F, H-1-B, FX, and A-3-C. Faculty: Nancy Davis

FA 388
PUBLIC/COMMUNITY RELATIONS
Public relations is a tool for promoting an activity, an event, a company, product, or person. Students will learn about the various contexts where public and community relations activities can be used to increase the public's awareness of the value and worth of a particular product, person, or activity. Case studies will be used to illustrate how public relations can enhance one's image and visibility, especially in the funding raising or marketing world. Students will learn: 1) the overall purpose of public and community relations, 2) its use as a strategic marketing/promotional tool, and 3) how to develop a public relations plan that can be implemented. They will also learn the importance of knowing their audience and appropriately communicating messages to different groups. They will also examine the role that media, as both a social institution and a technological tool, is used to communicate a wide range of messages and information. Competencies: L-7, H1A, H2G, FX. Instructor: Staff

FA 389
INTRODUCTION TO RESTORATIVE PEACEMAKING PRACTICES
This course will provide an introduction to the emerging field of restorative justice. The purpose is to present an overview of the restorative justice philosophy, principles and practices, including victim offender mediation, conferencing and peacemaking circles. Competencies: A3F, H3D, L7, FX Faculty: Peter Newman and Elizabeth Vastine

FA 390
DIVERSITY: IN AND BEYOND THE WORK PLACE
The United States' Workplace presents a diverse face in day to day interactions and it corporate reports. The reality does not, always, mirror those faces. Other aspects of American life such as families, schools, neighborhood, and churches are more monochromatic. This course will explore these disparities and triumphs through many lenses. Competencies: FX, H1B, H3A, A1E, S3E. Faculty: Suzanne Ryan

FA 391
THE POLITICS AND HISTORY OF THE VIETNAM WAR
The Vietnam War was the longest and, perhaps, the most controversial of American Wars. This course will briefly examine Vietnamese society and the First Indochina War as introduction to discussing the Second Indochina War. This course has four main objectives: 1.) to examine why and how the Second Indochina War was fought; 2.) to analyze the portrayal of the war in literature and film; 3.) to analyze what has been learned, and what should have been learned, from this war and 4.) examine how such lessons influence contemporary policy and perceptions, (i.e. the significance of the Vietnam War in assessing the wars in Iraq and Afghanistan,
the effect of the war on the decision making calculus of the media, public, and politicians). Competences: H5, H1F, H2E, FX. Faculty: Dr. James J. Brask

French

Undergraduate Course Descriptions

French

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

FCH 101
BASIC FRENCH I (COREQ(S): FCH 100)
Listening to, speaking, reading and writing French in a cultural context for the beginning student. Must be taken with French 100. COREQUISTE(S): FCH 100

FCH 102
BASIC FRENCH II (COREQ(S): FCH 100)
Continued emphasis on the four skills in culturally-authentic situations. Must be taken with French 100. COREQUISTE(S): FCH 100

FCH 103
BASIC FRENCH III (COREQ(S): FCH 100)
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. COREQUISTE(S): FCH 100

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

FCH 105
INTERMEDIATE FRENCH II
Intermediate French II. reading and listening abilities in an authentic cultural context.

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

FCH 199
INDEPENDENT STUDY [PREREQUISITE: PERMISSION]
Variable credit. Prerequisite(s): permission of chair and instructor required.

FCH 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.

FCH 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.
FCH 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.

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

FCH 301
THE MIDDLE AGES
Chansons de gestes, theatre, lyric poetry, chronicles.

FCH 302
SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE
1600 to the end of the "ancien régime".

FCH 303
ROMANTICS, REALISTS, AND REBELS
19th-century French literature.

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

FCH 305
RENAISSANCE
LaPleiade, Rabelais, Montaigne, Marguerite de Navarre.

FCH 306
THE AGE OF LOUIS XIV (ARTS & LITERATURE)
Classical period 1660-1700.

FCH 307
THE AGE OF ENLIGHTENMENT
Contributions of 18th-century French thinkers.

FCH 308
THE ROMANTIC MOVEMENT
Lamartine, Hugo, Vigny, Musset.

FCH 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.

FCH 310
FRENCH DRAMA
Topics include: classical drama; romantic drama; contemporary drama.

FCH 311
FRENCH POETRY
Topics include: form and substance; Baudelaire, Rimbaud, Verlaine, Mallarme; contemporary poets.

FCH 312
TWENTIETH CENTURY WRITERS
Proust, Gide, Malraux, Camus, Sartre.

FCH 313
THE SURREALIST REVOLUTION
Nerval, Lautreamont, Breton, Aragon; Films of Man Ray and Bunuel.
FCH 314
CONTEMPORARY FRENCH WRITERS

FCH 315
CONTEMPORARY FRENCH CRITICISM
Topics include: structuralist critics; feminist critics; post-modernist critics.

FCH 316
FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN
Classic and emerging writers of these regions.

FCH 317
THE LITERATURE OF FRENCH CANADA
Classic and contemporary French-Canadian writers.

FCH 318
THEATRE PERFORMANCE (COURSE # INACTIVE 9/1/1993)
Theatre Performance (course # Inactive 9/1/1993)

FCH 319
FRENCH/FRANCOPHONE WOMEN WRITERS (ARTS AND LITERATURE)
Studies in literary, cultural and social issues.

FCH 320
FRENCH FOR BUSINESS
Advanced preparation for the use of French in the business world.

FCH 321
TRANSLATION (PREREQ: THREE YEARS OF COLLEGE FRENCH)
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(S): Three years of college French

FCH 322
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.

FCH 326
FRENCH STYLISTICS
An intensive writing course, providing rhetorical, linguistic, and literary analysis of varied styles of writing.

FCH 329
FRENCH CINEMA
Topics in French film from its origins to the present day.

FCH 332
FRENCH CIVILIZATION II
Intellectual, political and social background from the rise of Napoleon to the current time.

FCH 340
FRENCH CIVILIZATION III (SELF, SOCIETY AND THE MODERN WORLD)
Contemporary France.

FCH 341
INTRODUCTION TO FRENCH LITERATURE I
Survey of French literature from its beginnings through the 17th century. (Required of all majors).

FCH 342
INTRODUCTION TO FRENCH LITERATURE II
Survey of French literature of the 18th and 19th centuries. (Required of all majors).

FCH 345
THE AFRICAN PRESENCE IN FRANCE
A cultural studies perspective on the immigrant populations in France since the end of the colonial empire in Africa. Includes: Algeria, Morocco, Tunisia, Senegal, Cameroon, Mali.

FCH 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.

FCH 397
SPECIAL TOPICS IN FRENCH
See schedule for current offerings.

FCH 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Students participating in the Institute of European Studies will be allowed to count a total of three courses (semester program) or five courses (year program) towards their major or minor requirements. PREREQUISITE(S): Permission required.

FCH 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
Variable credit. Permission of chair and instructor required. PREREQUISITE(S): Permission of chair and instructor required.
GAM 206  
HISTORY OF GAMES  
From "The Royal Game of Ur" (2500+ BCE) to "World of Warcraft" (2004), games have been a constant in human history. The forms of games, their experiential qualities, and their cultural significance have varied enormously from era to era and place to place. This class will examine particular games and game genres in their historical context using a case study format. We will focus on "indoor" games, those of chance and skill, as opposed to physical games and sports. The examples will be chosen (i) to have global scope and historic diversity, (ii) to relate to games that students will find familiar, and (iii) to raise particular issues in historical interpretation, the use of primary sources and changing concepts of leisure activity. PREQUISITE(S): NONE.

GAM 224  
INTRODUCTION TO GAME DESIGN  
This course approaches the study of computer games from three directions angles: first, as examples of media that can be analyzed and critiqued for their thematic elements, formal structure, plot and interactive appreciation; second, as complex software artifacts subject to technological constraints and the product of a labor-intensive design and implementation process; and three as a cultural artifact with behaviors and associations comparable in import to other popular art forms. Student will study the principles of game design and use them both to analyze existing games and to develop their own original game ideas. Students will also learn about the process of game development, starting from the game’s narrative concept and moving to consideration of a game’s components: the representation of the player, of artifacts, the virtual world that contains them and the interaction between them and the player. PREREQUISITE(S): NONE.

GAM 244  
GAME DEVELOPMENT I  
This course provides students additional theory and practice with an emphasis on game design and storytelling for games. Students continue learning about game development processes and techniques and how to apply advanced game design principles to create components of a 2D game.

GAM 245  
GAME DEVELOPMENT II  
This advanced course emphasizes game production. Students apply advanced 3D game design concepts and principles to complete the initial deliverables for a 3D game conversion. This course also focuses on key issues and professional practices in game development, with an emphasis on people and process management. PREREQUISITE(S): GAM 244

GAM 250  
DIGITAL SOUND FOR COMPUTER GAMES  
Acquisition and computer representation of sound. Sound standards. lossy and lossless compression. Synthesis and processing of acoustic signals. Acquisitions of physical acoustic signals. Microphone geometries. Introduction to Foley editing. Game specific topics include: game audio design patterns, interactive processing pipeline for digital audio, music sequencers for games, sound APIs.

GAM 341  
ARTIFACT, LEVEL AND TERRAIN DESIGN  
Such topics as level design for platform-based, building-based, landscape-based games are discussed. Specific game objects such as vehicles, buildings, landscape, water and other terrain building blocks are covered. Archaic and futuristic architecture as well as canons of art will be discussed. Educational role of game objects will be addressed. PREREQUISITE(S): GAM 245 or ANI 230

GAM 350  
PHYSICS FOR GAME DEVELOPERS
The course concentrates on Newton's Laws of Motion, kinematics and kinetics. This theory will be applied to problems that a game programmer must understand e.g. collisions between objects, projectiles and their trajectories, real-time simulation of motion. Special objects such as cars, aircraft and ships will be discussed. Students will apply and implement laws of physics. PREREQUISITE(S): CSC 262 and MAT 150

GAM 374
ACTION GAMES PROGRAMMING
Many computer games are based on physical interactions between game objects e.g. collisions, evasions, pursuit, etc. Design and implementation of these actions is not an easy problem. Concept and character development, storyboarding, prototyping, testing and implementation will be discussed. Students will gain hands on experience in game programming using a low level graphical library. PREREQUISITE(S): CSC 262

GAM 376
ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
Artificial Intelligence (AI) is one of the essential components of a computer game. The course introduces basic concepts of AI. Emphasis will be place on applications of AI in various genres of computer games. In the implementation component of this course students will be exposed to the existing AI game engines (middleware), which contain implemented AI algorithms that are ready to be applied into game code. These algorithms include: decision trees, pathfinding, neural networks, script-driven game object behaviors. PREREQUISITE(S): CSC 262

GAM 378
STRATEGY GAMES PROGRAMMING
Turn-based and real-time strategy games. Abstract strategy games such as chess, backgammon, and bridge. Game themes and presentation of fantasy, historical and futuristic gaming scenarios. Ethically responsible content and social impact of different cultures, ethnicities, genders on the game play and game audience will be addressed. Game-player resource management. Implementation of strategy engines, 2D presentation and isometric projection. PREREQUISITE(S): GAM 376

GAM 380
CONSOLE GAME DEVELOPMENT ENVIRONMENTS
Specialized computers for games with superb graphics and sound capabilities are becoming a dominant market for game programmers. In this course students will gain hands on experience in writing and porting code for one or more game consoles. PREREQUISITE(S): CSC 393 and CSC 374.

GAM 382
EDUCATIONAL AND CHILDREN'S GAMES
Explores the role of computer games for children, particularly in educational settings. Analysis of math, word and logic games. Special design requirements for audience and age-level. Integration of help, hints, and assessment. Students will implement an educational game targeted at a particular age and skill. Development of socially responsible and ethical behaviors will be one of primary objectives. PREREQUISITE(S): GAM 245

GAM 385
INTRODUCTION TO GAME PROGRAMMING IN JAVA
Java as a programming language is an important alternative to C++. Especially, games for wireless mobile devices are increasingly written in Java. This course discusses Java2 API and graphics development with Java 2D and 3D. Such topics like animation techniques and scene management, creating client server architectures will be implemented in the context of game programming. PREREQUISITE(S): GAM 374

GAM 386
GAME DEVELOPMENT FOR MOBILE DEVICES
Mobile devices are becoming once of the most important hardware for game players. In this course we introduce major mobile hardware platforms and their operating systems. Issues related to game design for handheld devices will be presented. The strong technical component of this course includes game programming for a handheld device with a wireless internet connection enabling multiplayer game architecture. Such concepts as: building a custom game library, multiplayer game programming, infrared, wireless and socket communication between devices will be discussed. PREREQUISITE(S): GAM 374

GAM 390
MULTIPLAYER GAME DEVELOPMENT
Multiplayer games were made possible by the advances in networking technology, increases in processor speed and data storage. Today, the majority of successful game titles are equipped with a multiplayer
capability. This technical course discusses the fundamental aspects of multiplayer game development such as: design techniques, architectures, client and server side implementation, databases. PREREQUISITE(S):

GAM 374

GAM 392
GAME MODIFICATION WORKSHOP
In this course, students will develop skills in game design and development through the construction of a "mod" of an existing game. Emphasis will be placed on the game development life cycle from concept through release, on productivity in a team environment, and on effective project management practices. Prerequisite: GAM 245

GAM 394
GAME DEVELOPMENT PROJECT I
One of the most important characteristics of a game programmer is the ability to work on complex game development projects. An ethical dimension of games development will be covered. Issues related to ethical decision making and ethical responsibility of game developers will a central theme of this course. Educational aspects of game playing will be emphasized. This course gives students an opportunity to utilize knowledge obtained in this degree program. An outcome of this class will be a computer game design and implementation. This work will constitute a major part of the project portfolio that students have developed during their study. Majority of the course work will be conducted in a games development and graphics labs. Lectures on special topics will be given. The course is designed to span two quarters. PREREQUISITE(S): GAM 374 (Senior standing)

GAM 395
GAME DEVELOPMENT PROJECT II
Continuation of GAM 394. PREREQUISITE(S): GAM 394

GAM 399
TOPICS IN GAME DESIGN AND DEVELOPMENT
Variable topics course in computer game design and development. May be repeated for credit. PREREQUISITE(S): Permission of instructor.

Geography

Undergraduate Course Descriptions ▶ Geography

Geography

GEO 100
THE NATURE OF GEOGRAPHY
An introduction to the epistemology of geographic thought, and the methodologies of the discipline of geography.

GEO 101
EARTH’S PHYSICAL LANDSCAPE: LITHOSPHERE, HYDROSPHERE, BIOSPHERE
An introduction to the spatial aspects of the three related systems of the Lithosphere (solid earth), Hydrosphere (water), and Biosphere (living organisms).

GEO 102
EARTH’S PHYSICAL LANDSCAPE: INTRODUCTION TO WEATHER AND CLIMATE
An introduction to the dynamic spatial aspects of the atmosphere. Lab component included.

GEO 105
ELEMENTS OF GEOLOGY
A description of the earth's materials and structures and an analysis of the mechanisms responsible for
shaping them.

GEO 120
JUSTICE, INEQUITY AND THE URBAN ENVIRONMENT
A theoretical and applied investigation of issues of justice and inequity in the urban environment, with particular focus on the role of urban environmental justice struggles in shaping the politics and landscape of local communities.

GEO 124
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.

GEO 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.

GEO 170
EARTH’S CULTURAL LANDSCAPE (SELF, SOCIETY AND THE MODERN WORLD)
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.

GEO 200
CITIES AND THE ENVIRONMENT (CROSS-LISTED WITH ENV 200)
This course focuses on the interactions between urban areas and the 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.

GEO 201
GEOPOLITICS (SELF, SOCIETY AND THE MODERN WORLD)
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.

GEO 206
BOUNDARIES AND IDENTITIES (CROSS-LISTED WITH INT 206)
A critical survey of the manner in which social, political, ethnic, gender and racial identities are being constructed by modernity and post-modernity.

GEO 206
BOUNDARIES AND IDENTITIES (CROSS-LISTED WITH INT 206)
A critical survey of the manner in which social, political, ethnic, gender and racial identities are being constructed by modernity and post-modernity.

GEO 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.

GEO 211
BIOGEOGRAPHY
Biogeography is the study of the distribution of plants and animals on the earth's surface, and the historical and ecological factors and human activities responsible. It asks questions such as: Why were placental mammals absent from (pre-European) Australia, while marsupials were abundant? How are current plant species' distributions different from those of the past, and what implications does this have for their ability to respond to global changes? Why have islands sustained so many extinctions compared to mainlands? Why
The course explores these and other such questions. The goal is to understand biodiversity patterns and processes across earth, and how this knowledge can help maintain biological communities in human-dominated, 21st century landscapes.

GEO 215
INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUITY
An exploration of the meanings and mechanisms of development and its impacts from a spatial perspective. Comparisons are drawn between developmental experiences and cultural impacts in Africa, Asia, Latin America, and Oceania.

GEO 218
SPAIN AND PORTUGAL: THE IBERIAN IMPACT (UP: EUROPE)
(Formerly GEO 318) 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.

GEO 220
THE DYNAMIC OCEAN [SI:EL] [PREREQ(S): ISP 120] [CROSS-LISTED WITH PHY 220]
Develops the concepts of physical oceanography. Topics include the chemical and physical properties of seawater, the dynamics of ocean currents and circulations, the physics of water waves and tides, the interaction of the ocean with the atmosphere, the formation of coastlines, and the effects of pollution on the ocean. Cross-listed with PHY 220. Prerequisite(s): ISP 120.

GEO 225
WEATHER AND CLIMATE [SI:QT] [CROSS-LISTED WITH PHY 225] [PREREQ(S): ISP 120]
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. Cross-listed with PHY 225. Prerequisite(s): ISP 120.

GEO 230
TRANSPORTATION ISSUES AND DEVELOPMENT (SELF, SOCIETY AND THE MODERN WORLD)
An overview of the development of transportation systems with major emphasis on current transportation problems on local, national, and transnational scales.

GEO 233
COMPARATIVE URBANISM (UP: INTERCONTINENT/COMPAR)
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.

GEO 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.

GEO 241
GEOGRAPHIC INFORMATION SYSTEMS I (PREREQ(S): ISP 120)
An introduction to the fundamentals of geospatial information processing. Special topics include spatial data types, map design, and animation. Instruction is accomplished through lectures and hands-on computer lab exercises. PREREQUISITE(S): ISP 120.

GEO 242
GEOGRAPHIC INFORMATION SYSTEMS II (FORMERLY GEO 342)(SI: QUANT) (PREREQ(S): GEO 241 OR INST CONSENT
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. PREREQUISITE(S): GEO 241 or INSTRUCTOR CONSENT

GEO 243
REMOTE SENSING (FORMERLY GEO 343) (SI:QUANTITATIVE) (PREREQ(S): ISP 120)
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. PREREQUISITE(S): ISP 120.

GEO 244
GEOGRAPHIC INFORMATION SYSTEMS III (PREREQUISITE: GEO 242 OR CONSENT)
Project-driven course requiring a sophisticated understanding of GIS. Urban and environmental applications PREREQUISITE(S): GEO 242 or consent of instructor.

GEO 260
GLOBAL RESOURCES
The purpose of this course is to explore the relationship between our physical environment and society by focusing on natural resources. While the course covers theoretical approaches in analyzing this relationship, another aim is to introduce students to some of the practical aspects of working in resource and environmental management. We will begin with an examination of mainstream models of nature-society relations such as rational planning in resource management and sustainable development. Political ecology, as an alternative and critique of the first two models will also be covered. Lectures and readings have been organized to illustrate some of the broader themes embedded in environmental issues such as the roles of gender, colonialism and market intrusions. These approaches review and critique some of the theories about nature-society relations by taking a poststructuralist argument that nature is socially constructed.

GEO 266
THE WORLD ECONOMY (FORMERLY GEO 366) (SELF, SOCIETY AND THE MODERN WORLD)
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.

GEO 300
GEOGRAPHICAL INQUIRY
Several perspectives on geographical questioning are presented in seminar format. Geographical researchers present their work with particular emphases on the relations between theoretical frameworks and methodological paradigms.

GEO 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.

GEO 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.

GEO 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.

GEO 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.

GEO 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.
GEO 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.

GEO 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.

GEO 321
CHICAGO: SPATIAL ANATOMY OF A METROPOLIS
An advanced exploration of Chicago's urban geography, focusing in detail on topics such as historical geography, industrial change, community development, housing, architecture, transportation and Chicago's status as a "global city."

GEO 326
LATIN AMERICA AND THE CARIBBEAN
An analysis of the social, environmental, cultural, economic, and political factors affecting this vast region.

GEO 327
SOUTH AMERICA
An analysis of the physical, cultural, economic, and political factors affecting the geography of that continent's regions and countries.

GEO 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.

GEO 350
WORLD OF WINE (MATERIAL FEE) (NOTE: STUDENTS MUST BE 21 YRS. OLD)
An analysis of the geographical factors that influence the global production and distribution of wine. Students must be over 21 years of age. Material fee required, payable on the first day of class.

GEO 370
ADVANCED TOPICS IN CULTURAL GEOGRAPHY
This course will engage with contemporary scholarly research in Cultural Geography. Each class will be centered around a seminar discussion of required readings, selected from recent scholarship. The instructor of this class will focus on areas of her or his own expertise, including geographies of landscape, feminist geography, geographies of race and ethnicity, geographies of nationalism and post-colonialism.

GEO 391
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.

GEO 395
SEMINAR IN SELECTED TOPICS
Upper-division seminar exploring selected geographical issues.

GEO 398
INDEPENDENT READING AND RESEARCH
Independent reading and research.

GEO 399
INDEPENDENT STUDY (PREREQ(S): JUNIOR OR SENIOR STANDING AND CONSENT)
Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. PREREQUISITE(S): Junior or Senior standing and consent of instructor.
Undergraduate Course Descriptions

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.

BASIC GERMAN I
Listening to, speaking, reading and writing German in a cultural context for the beginning student.

BASIC GERMAN II (COREQ: GER 100)
Continued emphasis on the four skills in culturally authentic situations. Must be taken with German 100.

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.

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.

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

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.

SPECIAL TOPICS IN GERMAN
See schedule for current offerings.

FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

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.
GER 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.

GER 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.

GER 297
SPECIAL TOPICS IN GERMAN
See schedule for current offerings.

GER 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

GER 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor is required.

GER 301
INTRODUCTION TO GERMAN LITERATURE I FROM ORIGINS TO 1600
From origins to 1600.

GER 302
INTRODUCTION TO GERMAN LITERATURE II FROM 1600-1850
From 1600-1850.

GER 303
INTRODUCTION TO GERMAN LITERATURE III FROM 1850 TO PRESENT
From 1850 to present.

GER 304
GERMAN DRAMA
Topics include: the classical period; drama of the 19th century; drama of the 20th century.

GER 305
GERMAN PROSE
Topics include: prose from 1600 to Goethe; from the Romantic to the Realistic periods; prose of the 20th century.

GER 306
THE NOVELLE
From Goethe to Grass.

GER 307
GERMAN POETRY
Topics include: from the Baroque to Holderin; from Romanticism to the present.

GER 308
GOETHE’S FAUST
Part I and selected passages from Part II.

GER 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.

GER 310
GERMAN CIVILIZATION II
Social, intellectual and artistic developments in Germany from unification in 1871 to reunification in 1990.

GER 311
GERMAN CIVILIZATION III
Contemporary Germany.

GER 312
GERMAN INTELLECTUAL HISTORY
Marx, Nietzsche, Freud; their decisive influence on the twentieth century.

GER 313
TURN OF THE CENTURY VIENNA

GER 314
BERLIN AND THE GOLDEN TWENTIES
Expressionist film, Bauhaus, Dada, Brecht, Thomas Mann.

GER 315
LITERATURE AFTER 1945 (EAST AND WEST)
Reconstruction of German literature and coming to terms with the past: "Gruppe 47", Grass, Boell, Enzensberger.

GER 316
LITERATURE OF THE WEIMAR YEARS
Mann, Hesse, Kafka, Brecht.

GER 317
WOMEN WRITERS OF GERMAN EXPRESSION
Studies in literature and social issues from all periods of German, Austrian and Swiss history.

GER 319
MULTICULTURAL CONTEMPORARY WRITERS
Focus on the critical bicultural awareness of immigrant writers of German expression whose original language is not German.

GER 320
ADVANCED COMMERCIAL GERMAN
Advanced preparation for the use of German in the business world.

GER 321
TRANSLATION (PREREQ: THREE YEARS OF COLLEGE GERMAN OR EQUIVALENT)
Fundamental principles of translation and acquisition of practical skills involved in translating original literary and other texts from German into English and vice versa. PREREQUISITE(S): three years of college German or equivalent.

GER 329
THE GERMAN FILM
Topics from all periods.

GER 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.

GER 397
SPECIAL TOPICS IN GERMAN
See schedule for current offerings.

GER 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.
GRK 100
GREEK 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.

GRK 101
BASIC CLASSICAL GREEK I
An introduction to the basic grammar of classical Greek for the beginning student.

GRK 102
CLASSICAL GREEK II [COREQ: GRK 100]
A continuation of the introduction to grammar with an emphasis on reading skills through vocabulary development. Must be taken with Greek 100. COREQUISITE(S): GRK 100

GRK 103
CLASSICAL GREEK III
Special attention to reading Greek texts in conjunction with English translations for an appreciation of accurate rendering and structural divergence.

GRK 104
INTERMEDIATE CLASSICAL GREEK I
A translation course for students who have completed GRK 101-102-103, concentrating on grammar and understanding how Greek grammar and idiom function.

GRK 110
INTERMEDIATE MODERN GREEK FOR THE HERITAGE SPEAKER I
Review of skills for students who use the language at home or in the community.

GRK 111
MODERN GREEK FOR THE HERITAGE SPEAKER II
Review of standard Modern Greek for students with basic speaking and listening proficiency in the language, from use at home or in the community. Special attention to perfecting reading and writing skills.

GRK 112
MODERN GREEK FOR THE HERITAGE SPEAKER III
Review of standard Modern Greek for students with basic speaking and listening proficiency in the language, from use at home or in the community. Special attention to perfecting reading and writing skills.

GRK 197
SPECIAL TOPICS IN GREEK
See schedule for current offerings.

GRK 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.
GRK 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor is required.

GRK 205
ADVANCED MODERN GREEK FOR THE HERITAGE SPEAKER I
A systematic study and review of grammar, designed to developing appropriate speech and writing through the study and discussion of written documents within a cultural context.

GRK 206
ADVANCED MODERN GREEK FOR THE HERITAGE SPEAKER II
A systematic study and review of grammar, designed to developing appropriate speech and writing through the study and discussion of written documents within a cultural context.

GRK 207
ADVANCED MODERN GREEK FOR THE HERITAGE SPEAKER III
A systematic study and review of grammar, designed to developing appropriate speech and writing through the study and discussion of written documents within a cultural context.

GRK 297
SPECIAL TOPICS IN GREEK
See schedule for current offerings.

GRK 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

GRK 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

GRK 397
SPECIAL TOPICS IN GREEK
See schedule for current offerings.

GRK 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

GRK 399
INDEPENDENT STUDY  (PREREQ: PERMISSION)
Variable credit. PREREQUISITE(S):Permission of chair and instructor required.
Hebrew

HEB 100
HEBREW 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.

HEB 101
BASIC MODERN HEBREW I
Listening to, reading and writing Hebrew in a cultural context for the beginning student. Must be taken with Hebrew 100.

HEB 102
BASIC HEBREW II
Continued emphasis on the four skills in culturally authentic situations. Must be taken with Hebrew 100.

HEB 103
BASIC HEBREW III
Completion of the basic elements of modern Hebrew spoken as well as written, with due regard to the cultural context of Hebrew expression. Must be taken with Hebrew 100.

HEB 111
BIBLICAL HEBREW I
Reading Biblical Hebrew for the beginning student. Emphasis on reading the alphabet, grammar, morphology, and syntax in Biblical texts. No prior knowledge of Hebrew required.

HEB 112
BIBLICAL HEBREW II
Reading Biblical Hebrew for the beginning student. Emphasis on reading the alphabet, grammar, morphology, and syntax in Biblical texts. Continuation of HEB 111.

HEB 113
BIBLICAL HEBREW III
Reading Biblical Hebrew for the beginning student. Emphasis on reading the alphabet, grammar, morphology, and syntax in Biblical texts. Continuation of HEB 111 and HEB 112.

HEB 197
SPECIAL TOPICS IN HEBREW
See schedule for current offerings.

HEB 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisites(s): permission required.

HEB 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

HEB 297
SPECIAL TOPICS IN HEBREW
See schedule for current offerings.

HEB 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.
INDEPENDENT STUDY [PREREQ(S): PERMISSION]  
Variable credit. Prerequisite(s): permission of chair & instructor required.

HEB 397  
SPECIAL TOPICS IN HEBREW  
See schedule for current offerings.

HEB 398  
FOREIGN STUDY (PREREQUISITE: PERMISSION)  
Variable credit. PREREQUISITE: Permission required.

HEB 399  
INDEPENDENT STUDY (PREREQ: PERMISSION)  
Variable credit. Prerequisite(s): Permission of chair and instructor required.

History

Undergraduate Course Descriptions ➔ History

HST 198  
HISTORICAL WRITING  
This class will focus on historical writing, including exercises designed to teach and improve outlining, conceptualizing, and writing skills.

HST 199  
HISTORICAL CONCEPTS AND METHODS  
This is a required introductory course for history majors, history minors, and secondary education majors with a concentration in history. It is a prerequisite for all 300 level history courses. The course is a rigorous seminar that involves extensive reading, in-class discussion, and a substantial original research project.

HST 200  
MEXICO AFTER INDEPENDENCE (UP:LA)  
This survey covers the history of Mexico from 1821 to the present. It will examine the difficulties of nation-building during the 19th Century, the Mexican Revolution (1910-1940), and the success and failure of the "Mexican Miracle."

HST 203  
INDEPENDENCE AND NATIONALISM IN LATIN AMERICA [UP:LA]  
A survey of 19th and 20th century Latin America, starting with the wars of independence and emphasizing the rise of nationalism and ideological struggles.

HST 204  
FILM AND LATIN AMERICAN HISTORY (UP: LA)  
An inquiry into the way film portrays historical events in Latin America.

HST 205  
SURVEY OF COLONIAL LATIN AMERICAN HISTORY (UP: LATIN AMERICA)  
This course will examine the entire area as a political, economic, and cultural unit, by focusing on the major historical trends and issues of representative nations.

HST 206  
MEXICO: FROM THE OLMECS TO INDEPENDENCE [UP:LA]  
This course surveys the history of Mexico from the rise of the Olmec Civilization to Mexican Independence in 1821. It will examine the rise, fall, and continuities of Mesoamerican civilizations, the Spanish conquest, and
the creation of the colonial order.

HST 208
IMPERIAL RUSSIA [UP:EU]
This course examines political, economic, social, and cultural developments in Russia form the time of Peter the Great in the early 18th century to the collapse of tsarism in 1917. Topics include Westernization and resistance during the reigns of Peter the Great and Catherine the Great; reform and reaction under Alexander I and Nicholas I; Alexander II and the great reforms of the 1860's; industrialization and the transformation of Russian society in the second half of the nineteenth century; the rise of radicalism and emergence of revolutionary movements; and the revolutions of 1905 and February 1917.

HST 209
THE RISE AND FALL OF THE SOVIET UNION (UP: EUROPE)
This course examines major political, social, economic, and cultural developments in twentieth-century Russia form the collapse of tsarist rule through the fall of communism. Topics include the rise of Bolshevism and the October Revolution; the Civil War and allied intervention; the period of NEP and "revolutionary dreaming;" Stalin and Stalinism; the Great Patriotic War; Khrushchev and the "thaw," Brezhnev and "developed socialism," and the rise and fall of Mikhail Gorbachev.

HST 210
MEDIEVAL PEOPLE: 400-1400 A.D. (UP: EUROPE)
The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchmen 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?

HST 211
WESTERN EUROPE FROM RENAISSANCE TO ENLIGHTENMENT:1348-1789 (UP: EUROPE)
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.

HST 212
MEDIEVAL AND RENAISSANCE WOMEN (UP: EUROPE)
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.

HST 213
MEDIEVAL MYSTICS IN EUROPE: 1000-1600 AD (UP: EUROPE) (CROSS-LSTD AS CTH 228)
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. Cross-listed as CTH 228

HST 214
EASTERN EUROPE TO 1699 (UP: EUROPE)
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.

HST 215
EASTERN EUROPE: 1699 TO 1914 (UP: EUROPE)
A survey of the East European Enlightenment and absolutism, the Polish Partitions, and the effects of revolutionary ideas on multinational empires.

HST 216
EASTERN EUROPE: 1914-PRESENT (UP: EUROPE)
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.

HST 217
A survey of European history from 1789 to the present.

HST 218
WORLD HISTORY I (UP: INTERCONTINENTAL/CMPRTV)
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.

HST 219
WORLD HISTORY II (UP: INTERCONTINENTAL/CMPRTV)
This course will examine the global integration of all societies from 1500 A.D. to World War I.

HST 220
WORLD HISTORY III (UP: INTERCONTINENTAL/CMPTV)
A survey of the political, cultural, and technological developments of the years since 1900, concentrating on the growth of a single world-wide civilization and on the changing international balance of military, political and economic power.

HST 221
EARLY RUSSIA (UP:EU)
This course examines political, economic, social, and cultural developments in Russia from the emergence of the Kievan state in the ninth century to the reign of Peter the Great in the early eighteenth century. Topics include the rise and fall of Kiev; the Mongol invasion and rule by the "Golden Horde;" the rise of Moscow and unification of Great Russia; the consolidation of tsarist authority and the reign of Ivan the Terrible; the Time of Troubles; and the early Romanov dynasty.

HST 223
HISTORY OF THE MUSLIM WORLD I (UP: INTERCONTINENTAL/COMPAR)
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.

HST 224
HISTORY OF THE MUSLIM WORLD II (UP:INTERCONTINENTAL/COMPAR)
Sultans, Khans and Shaykhs: Medieval Islamic History (1000-1500). A survey of Muslim 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.

HST 225
HISTORY OF THE MUSLIM WORLD III (UP: INTERCONTINENTAL/COMPARA)
Great 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.

HST 226
ISLAM AND THE WEST: A SURVEY OF ORIENTALISM (UP: INTERCONTINENTAL/COMP)
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.

HST 227
AFRICA TO 1800: THE AGE OF EMPIRES (UP: AFRICA)
A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires.

HST 228
AFRICA 1750-1900: THE AGE OF CONQUEST (UP: AFRICA)
The Age of Conquest. The origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent.

HST 229
AFRICA FROM 1900 TO THE PRESENT: THE AGE OF REVOLUTION (UP: AFRICA)
The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence.
HST 230
POLITICS AND CULTURE IN MEDIEVAL JAPAN (UP: ASIA)
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.

HST 231
THE RISE OF MODERN JAPAN (UP: ASIA)
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.

HST 232
CULTURE AND POLITICS IN IMPERIAL CHINA (UP: ASIA)
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.

HST 233
THE RISE OF MODERN CHINA (UP: ASIA)
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.

HST 235
EUROPEAN EXPANSION: AGE OF DISCOVERY (UP: INTERCON/COMPARATIVE)
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.

HST 236
EUROPEAN EXPANSION: AGE OF EMPIRE (UP: INTERCON/COMPARATIVE)
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.

HST 237
HISTORY OF THE CITY OF ROME (UP: EU)
Topics in the history of urban Rome from antiquity through the modern age.

HST 239
WOMEN IN MODERN EUROPE (1800-2000) [UP: EU]
This course will explore the diversity of women's and girls' experiences across Europe as they negotiate between public and private spheres, daily life and great events, Europe and the world. Themes may include industrialization, suffrage, imperialism, "new women," facism, and communism.

HST 240
HISTORY OF CHICAGO (UP: NORTH AMERICA)
A history of the founding and development of Chicago from a frontier village to a major industrial, commercial and cultural center. This course will focus on the changing lives of ordinary Chicagoans.

HST 241
WORLD REFUGEE CRISIS [SSMW]
This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course
will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, 'environmental' refugees, protection and integration, refugee children, and conflict resolutions in post-war societies.

HST 243
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.

HST 245
History of the Bahamas during the late eighteenth and nineteenth centuries. Focus on the establishment of British rule in the late eighteenth century, the history of slavery in the Bahamas, particularly its expansion after the settlement of Afro-Bahamian society in the nineteenth century. Because the trip will involve time in both Nassau and on San Salvador, the course will compare urban and out island historical and social developments during the Loyalist and post-Loyalist periods

HST 246
AFRICAN-AMERICAN HISTORY TO 1800 (UP: NORTH AMERICA)
West African culture, the middle passage, development of the Slave trade, introduction of slavery into the American colonies, African-Americans in the Revolutionary War and the Constitution.

HST 247
AFRICAN-AMERICAN HISTORY, 1800-1900 [UP:NA]
African-American participation in frontier life, in the growth of the cotton industry, in the Civil War and Reconstruction to Booker T. Washington.

HST 248
AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT [UP:NA]
W. E. B. DuBois and Booker T. Washington debates; Marcus Garvey and the Harlem Renaissance, the Great Migration, Civil Rights to Black Power.

HST 249
ORIGINS OF THE FIRST WORLD WAR, 1871-1917 [UP:EU]
Examines the development of the European (and Great Power imperial) state system after the unification of Germany; the formation (and global implications) of the pre-war alliance structure; the political and social movements of nationalism, imperialism, and militarism; the naval race; and the July Crisis of 1914.

HST 250
ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941 [UP:IC]
Examines the European (and world) state system in the aftermath of the First World War and the Russian Revolution; the attempts to forge a new international equilibrium at the Paris Peace Conference and after; the rise of Hitler and Nazism; appeasement; the immediate origins of the Second World War in Europe; and the rise of militarism and advent of war in East Asia.

HST 251
ORIGINS OF THE COLD WAR, 1917 - 1953 [UP:IC]
Examines the rise of the United States as a world power; the diplomatic significance of the Russian Revolution; the wartime alliance between Great Britain, the United States and the Soviet Union; the collapse of the international order in the aftermath of the Second World War; and the advent of the Cold War.

HST 252
The origins, nature and progress of the Cold War from the end of World War II until the collapse of the Soviet Union.

HST 253
HISTORY OF THE MODERN OLYMPICS [UP:IC]
This course will examine the Modern Olympics: the oldest and most inclusive institutionalized effort to engender international exchange and perpetuate peacefulness through athletic excellence. Relying on a mix of primary and secondary sources, the course will touch on an array of important issues, including globalization, race relations, gender issues, the rise of popular culture, and terrorism.
HST 254
AMERICAN URBAN HISTORY (UP: NORTH AMERICA)
An overview, examining American urban life from the early days of the colonial seaport, through the rise of the smoky industrial center, to today's troubled "dual city" of the rich and the poor. Throughout the course, we will focus on how urbanization affected the lives of the diverse peoples who experienced it. We will also explore the ways in which city life contributed to changes in American culture, and to a greater acceptance of social and cultural diversity.

HST 256
EARLY INDIA, 2500 BCE---1525 [UP:AS]
This course will look at early Indian civilization by examining the interconnectedness of its political and social institutions, religions, and material life. It will explore such diverse topics as the emergence of Hinduism and Buddhism, the Indo-Greek civilizations, and the establishment of the Turkish Sultanate in Northern India in 1525.

HST 257
MODERN INDIA, 1526---1947 [UP:AS]
This course is a survey of the modern history of the Indian sub-continent from the establishment of the Mughal Empire in 1526 to the partition of the subcontinent into India and Pakistan in 1947. It will explore such diverse topics as the Indian Ocean trade, British colonial rule, and the nationalist movement.

HST 258
WOMEN IN HISTORY (UP:INTERCONTINENT/COMPARATV)
A comparative study of women's social, cultural, political, economic roles over time in three parts of the world.

HST 259
HISTORY OF WESTERN SCIENCE (UP: EUROPE)
A survey of scientific thought and discovery from the ancient Greeks to the early 20th century.

HST 266
IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION [UP:EU]
This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments.

HST 268
IRELAND, 1800 - 2000: NATION, REVOLUTION AND CONSTITUTION [UP:EU]
Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world.

HST 269
INTRODUCTION TO PUBLIC HISTORY (UP: NORTH AMERICA)
presentation of American history for public consumption, particularly museum exhibitions, historic preservation, and archival collections. Good preparation for an internship in history.

HST 270
U.S. HISTORICAL LANDSCAPE (UP: NORTH AMERICA)
The 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.

HST 272
FASCISM AND COUNTER REVOLUTION (UP: EUROPE)
An analysis of the various ideological trends that form the mature Fascism from 1920 to the present.

HST 273
HISTORY OF SEXUALITY IN EUROPE [UP:EU]
This course will explore key ideas, practices and patterns across multiple European societies from the French Revolution until the present. Key topics may include demographics, identities, sexology, and sexual consumerism.

HST 274
INTELLIGENCE IN 20TH CENTURY
A study of intelligence gathering and analysis in the twentieth century (and beyond). This course will address the role intelligence played in the politics, diplomacy, and strategy of the leading world powers. Special consideration will be given to the eras of the two world wars, the cold war, and the emerging nations in the post-war period. The course is comparative in nature and will examine the intelligence communities of the United States, the European powers, the Soviet Union, Japan, China, and Israel.

HST 275
SEX IN AMERICA, PURITANS TO VICTORIANS [UP:NA]
This course surveys the history of three centuries of American ideas about sex and sexuality. By focusing on sexual variation from the era of colonial settlement through the end of the nineteenth century, this course will challenge conventional interpretations of sex in early America.

HST 276
SEX IN AMERICA, LATE VICTORIANS TO PRESENT [UP:NA]
This course will provide an overview of the history of American sexuality from the late 19th century through the present. The course will draw from social and cultural history, the history of medicine and psychology, legal and political history, literature, mass media, and gender studies in order to understand the creation of modern sexual identities.

HST 277
WAR AND PEACE IN THE MODERN AGE (UP: EUROPE)
A survey of military history from 1648 to the present with emphasis on the relationship between armed forces and the societies that create them, the impact of technology on warfare, and efforts to limit deadly conflict.

HST 278
HISTORY OF AMERICAN RELIGION (UP: NORTH AMERICA)
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.

HST 279
WESTWARD EXPANSION IN U.S. (UP: NORTH AMERICA)
Explores traditional, comparative, and multicultural perspective of successive frontiers in American history. The period covered is approximately 1775 to 1890.

HST 280
UNITED STATES HISTORY TO 1800 (UP: NORTH AMERICA)
A survey of the major social, political, economic and cultural themes in U.S. History from the earliest European settlements to the aftermath of the Revolution.

HST 281
UNITED STATES HISTORY FROM 1800 TO 1900 (UP: NORTH AMERICA)
A survey of the major social, political, economic and cultural themes in U.S. history from the aftermath of the Revolution to the Spanish-American War.

HST 282
UNITED STATES HISTORY 1900 TO PRESENT (UP: NORTH AMERICA)
A survey of the major social, political, economic and cultural themes in U.S. history from the Progressive era to the present.

HST 283
ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965 [UP:NA]
This course surveys Asian American history from the early nineteenth century to 1965. It explores the changing experiences of Asian immigrants and their citizen descendants in the United States within the larger context of immigration and race relations in American history. The course deals with the following broad themes: causes and processes of migration, responses from American society, and experience of immigration.
HST 284
HISTORY OF EDUCATION IN THE UNITED STATES [UP:NA]
Thematic study of the educational developments in U.S. History

HST 285
ANCIENT ROME: AUGUSTUS TO CONSTANTINE
This course examines the history of the Roman Empire from its beginnings under Augustus (27 BCE-14 CE) to its reorganization under Diocletian (284-305 CE) and Constantine (306-337 CE). Both textual and archaeological sources will be used to understand political, economic, and social developments.

HST 286
THE HISTORY OF EAST ASIAN CIVILIZATIONS TO 1600 [UP:AS]
This course will examine the rise of civilizations in China and Japan (and to a lesser degree, Korea and Vietnam) and the hybrid cultures created through their interactions; particularly rice cultivation, the rise of a Confucian literate culture and Buddhist religions among the aristocratic and ruling classes, and periods of civil war and military rule.

HST 287
THE HISTORY OF EAST ASIAN CIVILIZATION SINCE 1600 (UP: ASIA)
This course will examine the rise of "modern" civilizations in China and Japan (and to a lesser degree, Korea and Vietnam), including: interactions with European mercantilism and industrial capitalism; colonialism; the revolutionary rise of nation-states; labor movements and radical ideologies; and the war between China and Japan (1937-1945).

HST 288
WOMEN IN UNITED STATES HISTORY [UP:NA]
The history of women's work, family, and political lives in America.

HST 290
ANCIENT EGYPT (UP: AFRICA)
This course traces the developments of Egyptian civilization from its earliest beginnings to the Arab/Muslim conquest. Emphasis will be on assessing material culture with students being introduced to techniques of Egyptian archaeology and papyrology.

HST 291
THE FERTILE CRESCENT: MESOPOTAMIA AND BEYOND [UP:AS]
Analyzes the early civilizations in the Fertile Crescent through an examination of material culture. Attention will also be given to the archaeology and archaeological methods of the Near East including Jericho and Catalhoyuk.

HST 292
HISTORY OF ENGLAND TO 1688 (UP: EUROPE)
A survey of cultural, social, economic, and constitutional developments in England from the Norman Conquest to the Glorious Revolution.

HST 293
HISTORY OF BRITAIN SINCE 1688 (UP: EUROPE)
History of Britain Since 1688, special emphasis on the continued evolution of the constitution, the industrial revolution, imperialism, and Britain's changing role in Europe.

HST 294
ANCIENT GREECE [UP:EU]
Traces the development of Greek civilization through an examination of material culture. Emphasis will be on the major monuments and artifacts of the Greek world from prehistory to the Classical Age. Students will also be introduced to techniques and methods of classical archaeology.

HST 295
AMERICAN HISTORY ON FILM
Using film in combination with both primary and secondary historical source material, this course will consider the impact of cinematic myth-making on our understanding of actual historical events

HST 296
ANCIENT ROME: ORIGINS TO THE END OF THE REPUBLIC  [UP:EU]
This course traces the development of Rome from a small settlement on the banks of the Tiber in the eighth
century BCE to a Mediterranean power in the first century BCE. Both textual and archaeological sources will be
used to understand political, economic, and social institutions of the Archaic and Republican periods.

HST 297
IMPERIAL SPAIN, 1469-1808  [UP:EU]
Analysis of Spain and Spanish empire between 1468-1808. During this period, Spain united and became a
leading global power with enormous consequences for Western and world history. Emphasis on the political,
economic, socio-cultural history of Iberian society.

HST 301
U.S. LABOR HISTORY (PREREQ(S): HST 199 OR CONSENT)
This course will explore the history of American labor from 1877 to the present. We will particularly focus
upon the work of recent American labor historians who examines such themes as the relationship between
ethnicity, race, gender, and class: how and why work has changed; the role of unions, families, churches and
other working-class institutions in workers lives; the relationship between working-class cultures and mass
cultures; and how capitalism, the state, and workers themselves have shaped class relations. Prerequisite:
HST 199 or consent of instructor.

HST 302
MAPS IN HISTORY AND CULTURE (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Examines maps in multiple cultures and the relationship of these to local geographies and perception of
place. PREREQUISITE(S): HST 199 or consent of instructor

HST 303
TOPICS IN LATIN AMERICAN HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
PREREQUISITE(S): HST 199 or consent of instructor

HST 304
ETHNOHISTORY: THE STUDY OF PRE-LITERATE PEOPLES (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
An inquiry into the sources and methods for writing the history of pre-literate peoples, such as the Aztecs,
Mayas, and Incas. PREREQUISITE(S): HST 199 or consent of instructor

HST 305
EXPLORATION AND CONQUEST OF THE AMERICAS  15TH-16TH CENTURIES (PREREQ(S): HST 199 OR
CONSENT)
A history of European expansion in the Americas, with special attention to voyages of discovery and the first
encounters with native Americans. PREREQUISITE(S): HST 199 or consent of instructor

HST 306
COLONIAL LATIN AMERICA: POWER & DEVELOPMENT OF A MULTI-RACIAL SOCIETY (PREREQ: HST 199 OR
CONSENT)
The multicultural origins of colonial rule in the Americas from the 15th to the early 19th century.
PREREQUISITE(S): HST 199 or consent of instructor

HST 308
EUROPE FROM CONFLICT TO CONSENSUS
The course will examine the emergence of a European identity during the second half of the twentieth
century. Special attention will be given to the evolution of the European Union and NATO as representative
institutions. Prerequisite: HST 199 or consent of instructor.

HST 310
INTER-AMERICAN AFFAIRS (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
A mostly twentieth-century survey of political relationships between the United States and Latin American
nations, emphasizing dependency and interdependence theories. PREREQUISITE(S): HST 199 or consent of
instructor

HST 311
THE HISTORY OF THE CARIBBEAN: FROM COLUMBUS TO CASTRO (PREREQ(S):HST 199 OR CONSENT OF
INSTRUCTOR)
The history of the Caribbean from colonial times to the present, with special emphasis on the factors that give
each nation its particular character. PREREQUISITE(S): HST 199 or consent of instructor
HST 312
LATINOS IN THE UNITED STATES (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
A survey of the history, politics, and culture of the major Latino 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. PREREQUISITE(S): HST 199 or consent of instructor

HST 313
THE OLD SOUTH
Considers the history of the southern states before the Civil War, focusing especially on the growth of southern slavery, the development of African-American culture, the socio-economic features of a slave society, as well as the distinctive political and ideological contours of the region. Prerequisite: HST 199 or consent.

HST 314
THE CUBAN REVOLUTION (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
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. PREREQUISITE(S): HST 199 or consent of instructor

HST 316
GOD, SELF, AND SOCIETY IN MEDIEVAL CULTURE (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
The roots of Western thought in medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography. PREREQUISITE(S): HST 199 or consent of instructor

HST 317
INDIVIDUAL AND SOCIETY IN RENAISSANCE ITALY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
The flowering of culture, humanism and the arts in fourteenth- and fifteenth-century Italy. Renaissance politics, patronage and diplomacy. Religion and the Papacy. PREREQUISITE(S): HST 199 or consent of instructor

HST 318
THE AGE OF REFORMATIONS (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
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. PREREQUISITE(S): HST 199 or consent of instructor

HST 319
IMMIGRANT AMERICA
An overview of the ethnic experience in American society, how ethnic diversity has shaped America as America has re-shaped the lives of immigrants. Prerequisite: HST 199 or consent.

HST 320
TOPICS IN WORLD HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
PREREQUISITE(S): HST 199 or consent of instructor

HST 321
TOPICS IN AFRICAN HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
PREREQUISITE(S): HST 199 or consent of instructor

HST 322
TOPICS IN ASIAN HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
PREREQUISITE(S): HST 199 or consent of instructor

HST 323
THE CULTURES OF EARLY CHRISTIANITY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Late antique and early medieval intellectual history in social context. PREREQUISITE(S): HST 199 or consent of instructor

HST 328
ENGLISH CONSTITUTIONAL HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
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. PREREQUISITE(S): HST 199 or consent of instructor

HST 329
SPECIAL TOPICS IN HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Variable topics. Consult course schedule for current listings. PREREQUISITE(S): HST 199 or consent of instructor

HST 330
TOPICS IN EUROPEAN HISTORY [PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR]
PREREQUISITE(S): HST 199 or consent of instructor

HST 331
THE NATION AND NATIONALISM IN EUROPE (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Examines the emergence of nations and nationalism in modern Europe as well as nationalists’ use and abuse of history. PREREQUISITE(S): HST 199 or consent of instructor

HST 332
FRENCH REVOLUTION AND NAPOLEON (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Analyzes the demise of the Old Regime, rise and fall of revolutionary idealism, and the emergence of Napoleon. PREREQUISITE(S): HST 199 or consent of instructor.

HST 333
VICTORIAN ENGLAND (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
A detailed study of selected political, social, economic and cultural themes in 19th century England. PREREQUISITE(S): HST 199 or consent of instructor

HST 335
EUROPE IN AN AGE OF ENLIGHTMENT (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Analyzes European society and culture in the late 17th and 18th centuries and the intellectual movements that grew out of this historical context, which is frequently considered the cradle of modern Western history and thought. Prerequisite(s): HST 199 or Consent of Instructor)

HST 340
CULTURE AND GENDER IN JAPAN
Examines gender and literature in the aristocratic culture of Heian Japan [c.800-1200] PREREQUISITE(S):HST 199 or consent of instructor

HST 341
PEASANTS IN MODERN EUROPEAN HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
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. PREREQUISITE(S): HST 199 or consent of instructor

HST 342
TOPICS IN AFRICAN-AMERICAN HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
PREREQUISITE(S): HST 199 or consent of instructor

HST 346
AFRICAN-AMERICAN INTELLECTUAL HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
African-American contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present. PREREQUISITE(S): HST 199 or consent of instructor

HST 347
EUROPE IN THE BELLE EPOQUE (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
This course will examine European, social, political and cultural history form 1890 to 1914. Themes will include imperialism, class and gender, social Darwinism, and the European alliance system. PREREQUISITE(S): HST 199 or consent of instructor.

HST 348
EUROPE UNDER THE DICTATORS (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
This course will examine selected totalitarian regimes of interwar Europe. Themes will include propaganda and mass culture, "scientific racism," the crisis of democracy, and the Holocaust. PREREQUISITE(S): HST 199 or consent of instructor
HST 352
MUSLIM INDIA (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Examines the social, cultural and political histories of South Asia from prehistoric times to the waning of the Mughal Empire. PREREQUISITE(S): HST 199 or consent of instructor

HST 353
MODERN INDIA AND PAKISTAN (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the Third World. PREREQUISITE(S): HST 199 or consent of instructor

HST 354
U.S. WOMEN'S HISTORY [PREREQ(S): HST 199 or INSTRUCTOR CONSENT]
The purpose of this course is to introduce students to the history of women's work, family, and political lives in America. This intensive reading and discussion course is also designed to provide a detailed overview of recent historical literature and historiographic interpretations in American Women's history. Prerequisite(s): HST 199 or consent of instructor.

HST 356
TOPICS IN ISLAMIC HISTORY [PREREQ(S): HST 199 OR CONSENT]
Prerequisite(s): HST 199 or consent of instructor.

HST 357
ATLANTIC HISTORY, 1492-1825
An examination of intercontinental exchanges and cross-cultural links across the Atlantic ocean that both separated and united the Western Hemisphere, Europe, and Africa in the pre-industrial era. Prerequisite: HST 199 or consent of instructor.

HST 358
MODERN BALKANS (EUROPE) (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
The establishment of national states, the social transformation from peasant to industrial societies, and the effects of war and revolution in southeastern Europe since the late 18th century. Prerequisite(s): HST 199 or consent of instructor.

HST 359
THE CRUSADES (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Addresses the European Crusades to the Holy Land from a World Historical Perspective. PREREQUISITE(S): HST 199 or consent of instructor.

HST 360
THE MODERN MIDDLE EAST AND NORTH AFRICA (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
The history of the region since 1800. Topics covered include the end of Ottoman Empire, the impact of European Imperialism and the renewal of Islam. PREREQUISITE(S): HST 199 or consent of instructor.

HST 361
COMPARATIVE LATIN AMERICAN BORDERLANDS (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
This course compares the role of frontiers in the histories of Mexico, Brazil and Argentina. It will focus on periphery-center relations, the rise of caudillos, and frontier social movements. Prerequisite: HST 199 or consent of instructor.

HST 362
SOCIAL MOVEMENTS IN LATIN AMERICA
This course examines how Native Americans, slaves, peasants, and other subaltern people actively resisted their subservient status in Latin America. It will cover a variety of protest movements, from "pre-modern" (such as millenarian movements, slave rebellions, urban riots, and "race" wars) to "modern" (such as social revolutions). Prerequisite: HST 199 or consent of instructor.

HST 363
REVOLUTIONS IN LATIN AMERICA [PREREQ(S): HST 199 OR CONSENT]
This course surveys, analyzes, and compares a series of revolutionary movements, conflicts, and regimes in 20th Century Latin America. Prerequisite: HST 199 or consent of instructor.

HST 370
HST 370
AMERICAN COLONIAL HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
The European's first contact, exploration, and settlement of the Eastern seaboard, with discussion of significant political, economic, and social consequences. PREREQUISITE(S): HST 199 or consent of instructor

HST 371
THE AMERICAN REVOLUTION (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
The establishment of American independence, adoption of the Constitution; the first years of the republic considered in analytical detail. PREREQUISITE(S): HST 199 or consent of instructor

HST 372
ANTEBELLUM AMERICA: JEFFERSON, JACKSON, AND THE COMING OF THE CIVIL WAR (PREREQ: HST 199 OR CONSENT)
This course treats the significant social, political, economic, and cultural developments shaping America and Americans during the first fifty years of the nineteenth century. PREREQUISITE: HST 199 or consent of instructor.

HST 373
THE CIVIL WAR ERA (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Treats the major political causes of the sectional conflict, the significant military strategies and tactics of the war, the end of slave, and the experiences of a wide-range of citizens and soldiers. PREREQUISITE(S): HST 199 or consent of instructor.

HST 374
EMERGENCE OF MODERN AMERICA, 1877-1914 (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
New cultural patterns, political party battles, growth of big business and organized labor, women's suffrage movement, Populism and the Progressive Era. PREREQUISITE(S): HST 199 or consent of instructor

HST 375
THE GREAT DEPRESSION AND THE NEW DEAL ERA (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
A consideration of World War I, the Twenties, the Great Depression, and the New Deal. PREREQUISITE(S): HST 199 or consent of instructor.

HST 376
THE UNITED STATES SINCE 1940 (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Significant developments in American life during the period after World War II. PREREQUISITE(S): HST 199 or consent of instructor

HST 377
RECONSTRUCTION AND THE RISE OF JIM CROW (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Covers the problems of reunion between the North and the South after the Civil War, including the struggle for African-Americans' civil and political rights, the transition to a free labor economy in the South, and the eventual end of reconstruction and establishment of racial segregation in the South and the nation. Prerequisite: HST 199 or consent of instructor.

HST 383
BORDERLANDS AND FRONTIERS IN AMERICA (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Consideration of the changing conceptions of frontiers in American history with attention to the development of historical borderlands communities. PREREQUISITE(S): HST 199 or consent of instructor

HST 384
TOPICS IN AMERICAN HISTORY (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
PREREQUISITE(S): HST 199 or consent of instructor

HST 385
UNITED STATES CONSTITUTIONAL HISTORY TO 1865 (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Examines the English colonial charters, the constitutional aspects of the American Revolution and the federal Constitution; explores ratification issues, judicial power, the concepts of the Federal system, separation of powers, Foreign Affairs and national security as defined in the U.S. Constitution with reference to major Supreme Court decisions in these areas. PREREQUISITE(S): HST 199 or consent of instructor

HST 386
UNITED STATES CONSTITUTIONAL HISTORY SINCE 1865 (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)
Problems of civil liberties, rights of accused, privacy and constitutional issues and controversies arising during
and after World War II, including the major decisions of the Warren court, Burger court and Rehnquist court.

**PREREQUISITE(S):** HST 199 or consent of instructor

**HST 387**
**EXPLORATIONS IN THE HISTORY OF RUSSIA & THE SOVIET UNION** [PREREQ(S): HST 199 OR INSTRUCTOR CONSENT]
Each time this course is taught, it will examine in depth a specific problem, issue, theme, or moment in Russian history as described in the course subtitle. Possible offerings include: "Mass Culture in the Soviet Union and Post-Soviet Russia," "Stalin and Stalinism," "Crime and Criminality in Russia," "The Russian Revolution," "Gender and Sexuality in Russia," and "The Rise and Fall of the New Soviet Man." Prerequisite: HST 199 or consent of instructor.

**HST 388**
**THE COURT AND THE U.S. BILL OF RIGHTS** [PREREQ(S): HST 199 OR CONSENT]
An examination of historical, philosophical, and legal developments related to the Bill of Rights in the U.S. Constitution. The course will also examine how the Bill of Rights has been affected by Supreme Court appointments, court decisions, and constitutional amendments. PREREQUISITE(S): HST 199 or consent of instructor.

**HST 391**
**LOCAL AND COMMUNITY HISTORY** [PREREQ(S): HST 199 OR CONSENT] [JRYR]
Collaborative learning groups will work with community partners in order to produce a tangible end-of-quarter public history project whose audience will be the greater Chicago community. This course carries a junior year experiential learning credit. Prerequisite: History 199 or consent of instructor.

**HST 392**
**EXTRAMURAL INTERNSHIP** [PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR]
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. PREREQUISTE(S): HST 199 or consent of instructor.

**HST 393**
**TEACHING HISTORY AND THE SOCIAL SCIENCES** (CROSS-LISTED AS SE 310/T&L 453)
Teaching History And The Social Sciences (cross-Listed As Se 310/T&L 453)

**HST 394**
**AFRICAN-AMERICAN URBAN HISTORY** [PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR]
Examination of the African American experience in American cities: from slave era, to the migration, to the present. PREREQUISITE(S): HST 199 or consent of instructor.

**HST 395**
**NUREMBERG TO IRAQ: SOURCES AND EVIDENCE** [PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR]
Designed to develop in the prelaw student analytical and adversarial skills useful in the practice of law, and to confront controversial issues dealing with values of the lawyer and the citizen. PREREQUISTE(S): HST 199 or consent of instructor.

**HST 396**
**ORAL HISTORY PROJECT** [PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR]
An introduction to the techniques of oral history with particular emphasis on public history. PREREQUISITE(S): HST 199 or consent of instructor.

**HST 397**
**COORDINATING SEMINAR** [NOTE:OPEN ONLY TO SENIOR HISTORY MAJORS ONLY] (PREREQ: HST 199 OR CONSENT)
Open to seniors majoring in History. Others may take course with permission of instructor. PREREQUISITE(S): HST 199 or consent of instructor. Open only to senior History majors.

**HST 398**
**STUDY TOUR** [NOTE: THIS COURSE MAY BE TAKEN FOR VARIABLE CREDIT] (PREREQ: HST 199 OR CONSENT)
An in-depth, on-site overview of the historical, political, social and economic reality of a foreign country. Credit variable. PREREQUISITE(S): HST 199 or consent of instructor
INDEPENDENT STUDY (PREREQ(S): JUNIOR STANDING AND CONSENT OF INSTRUCTOR AND DEPARTMENT CHAIR)
Majors only. Credit variable. PREREQUISITE(S): Junior standing, approval of instructor and chair.

Honors

Undergraduate Course Descriptions • Honors

HON 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.

HON 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. Recent topics include: "Language and Difference," and "Journey of the Self."

HON 102
HISTORY IN GLOBAL CONTEXTS [PREREQ: HONORS STUDENTS ONLY]
What is History? What exactly do historians do? How they extract meaning from primary sources, a category that might include anything from Ancient artifacts, governments documents and census reports to diary entries, Tupperware, weather statistics, and even old "Brady Bunch" episodes. This variable topics course introduces students to systematic historical inquiry by emphasizing the problems and issues involved in analyzing and using a variety of primary source materials. Prerequisite(s): Honors students only.

HON 103
PROBLEMS IN HISTORICAL INTERPRETATION
Why did Mayan civilization collapse? Did women have a Renaissance? How could the Holocaust have happened? Historians hotly debate such questions, employing a large variety of methodological and interpretative approaches to identify and understand the meaning of available primary source evidence. This variable topics course focuses on a great controversy or enduring theme that highlights History as an interpretative discipline.

HON 104
RELIGIOUS WORLD VIEWS AND ETHICAL PERSPECTIVES
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. Recent topics include: "Expression in Imagery," and "Language and the Creation of Meaning."

HON 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. Recent topics include: "Philosophy and Its Issues."

HON 110
HONORS EXPLORE CHICAGO (THIS COURSE AVAILABLE TO 1ST YR HONORS STUDENTS ONLY)
Honors Explore Chicago courses acquaint first-year Honors students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life and resources and will become acquainted with the Honors scholarly community. Work in HON 110 includes readings, lectures, site visits, discussions, and writing; all students will also complete a unit on library research and a research paper. Honors Explore Chicago courses have various topics; students choose a particular course from available offerings. All Honors students must take either HON 110 or HON 111. Students with credit for 111 cannot receive credit for 110; also, students who have taken a Liberal Studies Chicago course (ISP 102 or ISP 103) should not take Honors 110. Honors Explore Chicago courses are offered during autumn quarter and are available only to first-year Honors students.

HON 111
HONORS DISCOVER CHICAGO (THIS COURSE AVAILABLE TO 1ST YR HONORS STUDENTS ONLY)
Honors Discover Chicago courses acquaint first-year Honors students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life and resources and will become acquainted with the Honors scholarly community. Work in HON 111 includes observation, participation, readings, site visits, discussions, and writing. All students complete a unit on library research and a research paper. The course begins with an immersion week one week before the start of the autumn quarter; classes continue to meet throughout the autumn quarter. Honors Discover Chicago courses have various topics. Students choose a particular course from the available offerings. All Honors students must take either HON 110 or HON 111. Students with credit for 111 cannot receive credit for 110; students who have taken a Liberal Studies Chicago course (ISP 102 or ISP 103) should not take HON 111. Honors Discover Chicago courses are offered during autumn quarter and are available only to first-year Honors students.

HON 180
DATA ANALYSIS AND STATISTICS (PREREQ(S): ISP 120, MAT 130 OR PLACEMENT INTO MAT 131)
Development and application of quantitative and statistical reasoning skills, emphasizing the use of real-world data from a variety of disciplines. Includes the nature and description of data; probability theory, sampling, variability, estimation; analysis of correlation, hypothesis testing, and experiment design. Prerequisites: ISP 120, MAT 130 or placement into MAT 131.

HON 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. 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 may include take-home exams and medium-length papers that ask students to reflect on the readings (required and recommended) and discussions from class.

HON 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.
HON 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.

HON 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. Chicago may provide 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. This course satisfies the multi-cultural component of the Liberal Studies Program. Writing exercises may include analyses of film and textual representations of cities.

HON 205
HONORS INTERDISCIPLINARY ARTS [PREREQ(S): HONORS STUDENTS ONLY]
This course offers interdisciplinary study of two or more art forms in a particular historical period, looking at relations among the arts and between art and its cultural contexts. Students will develop a critical vocabulary for the analysis of works in the visual arts, theater, music, literature, or other art forms. Work in the course will be interdisciplinary and will include readings, in-class work, visits to relevant performances or exhibits, and papers. Each section of HON 205 will be subtitled to indicate its topic; see the current schedule for particular offerings. Open only to students in the University Honors Program.

HON 207
INTRODUCTION TO COGNITIVE SCIENCE [PREREQ(S): HONORS STUDENTS ONLY]
This course introduces cognitive science, an interdisciplinary field that draws upon aspects of cognitive psychology, philosophy, linguistics, anthropology, education, neuroscience and artificial intelligence. Its unifying goal is to construct and evaluate process-oriented theories of how people think and reason. Researchers in cognitive science typically work under the assumption that processes of human thinking can be understood in computational terms. Students will read articles describing cognitive models and discuss how well the model accounts for human behavior and will experiment with computer programs that purport to be models or simulations of some aspect of human cognition. In some cases, the goal will be to modify these programs and then re-evaluate them as a new scientific theory. Students will also discuss to what extent these models constitute an explanation for how people think as well as debate whether certain models serve as viable scientific theories. Assignments include written work as well as computer projects. Open only to students in the University Honors Program.

HON 221
HONORS CHEMISTRY: FORENSIC CHEMISTRY [PREREQ: HONORS STUDENTS ONLY]
Seminar-style discussion and laboratory exploration of the application of modern science to problems in criminology, evidence, art, and archaeology. Laboratory required. Open only to students in the University Honors Program.

HON 222
HONORS ENVIRONMENTAL SCIENCE [PREREQ(S): HONORS STUDENTS ONLY]
Honors Environmental Science provides an overview of the interrelationships between humans and their environment from a scientific perspective. This interdisciplinary course is designed to provide an understanding of 1) basic ecological principles and how these principles apply to human populations, 2) how cultural and societal institutions influence the availability and use of resources, 3) major environmental problems and their causes, and 4) the application of scientific knowledge and methodology to understanding and solving environmental issues. The format of this course is lecture, discussion and lab. Open only to students in the University Honors Program.

HON 300
JUNIOR SEMINAR
Offered each quarter, the topics of the junior seminar vary. Each offering, however, builds upon concepts introduced in a previous core course and involves a research project. Recent offerings include: "Beyond Dualities," "Language and the Politics of Terror," "Translation and Interpretation," and "Mathematics in Art, and Caribbean Literature and Culture."

HON 301
HONORS JUNIOR SEMINAR IN MULTICULTURALISM
Like the other Honors Junior Seminars, this course helps students develop strategies for life-long learning and asks them to conduct research on complex issues; the sections of Honors 301, each with its own topic, study some aspect of multiculturalism in America and the world. Multiculturalism as a subject may cover various dimensions of identity, including but not limited to issues of race and ethnicity, class, gender, language, religion, sexual orientation, disability and nationality. Students are encouraged to develop a critical perspective about the meaning of multiculturalism and to understand the historical and/or contemporary manifestations of inequality as they prepare their research projects and participate in seminar discussion.

HON 350
LIFELONG LEARNING
This course provides a capstone to the Honors Program. All Senior Seminars foster preparation for life-long learning.

HON 351
SENIOR SEMINAR: ALTRUISM AND ACTIVISM
This course provides a capstone to the Honors Program. This senior seminar brings students into the community as they develop skills for lifelong learning. This course also fulfills the experiential learning requirement.

HON 395
SENIOR THESIS (NOTE: CONSENT OF DIRECTOR REQUIRED.)
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.

Human Community

Undergraduate Course Descriptions

Human Community

HC 101
FOUNDATIONS OF NEGOTIATIONS: REALIZING OPPORTUNITY
Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation. The course will highlight the components of an effective negotiation and teach you to analyze your own behavior in negotiations. The course will provide you with an opportunity to examine your skills by participating in presentations, discussions, and assigned readings. Competences: FX, H-3-D. Instructor: Joe Ritchie

HC 102
HOLIDAY ECONOMICS
Christmas makes the planet go round. While this might not be true on a religious level, the December holidays most certainly have an enormous impact on global economics. In this course, students and faculty will examine the demands of the US Christmas/Holiday rush and how these demands influence world wide production, consumption, and culture. International political and social issues will be discussed, and students will assess the effect of this American cultural phenomenon on the world’s future global economies. Learners will also consider the nature of collaborative thinking and its influence on economic planning. Competences Offered: FX, H5, or L7. Faculty: JoAnn Gesiakowska

HC 103
MANAGING PERSONAL AND PROFESSIONAL TRANSITIONS
Whether switching jobs or careers, leaving or returning to school, change brings both challenges and opportunities. Some people thrive on change while others struggle through such periods. Based on William Bridges' classic book Transitions, this class will show how to make successful transitions in personal as well
as professional settings. Competences: H1X, L7, H2C, FX (May be taken for two comp). Faculty: Miriam Ben-Yoseph

HC 113
HCF/EXPERIENTIAL LEARNING EVALUATION: INDEPENDENT STUDY: HUMAN COMMUNITY

HC 114
EXPERIENTIAL LEARNING EVALUATION: HUMAN COMMUNITY
Experiential Learning Evaluation: Human Community

HC 119
DIVORCE AND ITS LEGAL IMPLICATIONS
As divorce rates in the U.S. continue to rise yearly, an increasing number of individuals are affected by divorce in some aspect of their lives. This course will give students a general overview of family law. In our discussions, we will explore issues such as domestic violence, child custody, and the "best interest of the child" standard in determining their effect on the divorce process. We will also discuss the financial and emotional implications surrounding the dissolution of a marriage and the role that these factors play in the divorce process. We will then explore the idea of divorce reform and whether this might be a solution to the increasing rate of divorces in the U.S. More specifically, students will be asked to analyze several of the proposed reforms in light of their new understanding of family law and determine if they believe that reform is the appropriate answer to this complex issue. Comptencies: H-4, H-1-D, H-2-B, A-3-G. Faculty: Maria M. Mora

HC 122
H1 /EXPERIENTIAL LEARNING EVALUATION: COMMUNITIES AND SOCIETIES
H1 /Experiential Learning Evaluation: Communities And Societies

HC 123
H2 /EXPERIENTIAL LEARNING EVALUATION: INSTITUTIONS AND ORGANIZATIONS
H2 /Experiential Learning Evaluation: Institutions And Organizations

HC 124
H3 /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL DEVELOPMENT
H3 /Experiential Learning Evaluation: Individual Development

HC 125
H4 /EXPERIENTIAL LEARNING EVALUATION: POWER AND JUSTICE
H4 Power and Justice. Can analyze power relations among racial, social, cultural, or economic groups in the United States.

HC 126
H5 /EXPERIENTIAL LEARNING EVALUATION: GLOBALIZATION
H5 Globalization. Can analyze issues and problems from a global perspective.

HC 127
MANAGING PERSONAL CHANGE
The primary purpose of this seminar is to provide participants with a forum through which a greater awareness regarding the multiple dimensions of change may be developed. Specific emphasis will be placed on dynamics of personal change and methods of analyzing factors that impact personal change. Students will learn about the distinctions between personal change, transitions and transformations. Ongoing self-assessment regarding change and opportunities for students to engage in self-reflection will be a key component of this course. Competencies - A3X,H3C, FX. Linzy Water

HC 128
WOMEN AND SEXUALITY IN ISLAM
This course emphasizes the issues of women and sexuality in the Islamic cultures and demonstrates the diversity of women's lives in Muslim societies. In the course we will confront the following questions: Are the intense conflicts on women's sexual rights in the Islamic countries based on Islamic laws or the combination of political, economical and social inequalities? What is the Islamic view of love, eroticism and sexuality? Are women the instrument of power as the hunters and men the passive victims, or "women are created of and for the men"? Competencies: A1X, A3X, A5, H1X. Faculty: Ezzat Goushegir
HC 129
THE EMOTIONALLY INTELLIGENT LEADER
This course explores the body of work on emotional intelligence and compares and contrasts same to other leadership models and theories. Using case studies, simulations, role plays, and individual work experiences, we will engage in a detailed examination of the emotional intelligence competencies and their relationship to personal and professional success. Topics include self-awareness, self management, leadership behavior and ethics, working with and influencing others, managing differences and conflict, team building and collaboration, and organizational leadership. We will also develop a personal Leadership Development Action Plan that will identify and make actionable individual areas of focus and development. Competencies: H2D, H2F, H3C, H3D, and FX. Faculty: Anthony Colantoni

HC 130
PARENTS AND TEACHERS TOGETHER: CREATING THE SCHOOLS OUR CHILDREN DESERVE
This course provides an opportunity for students to reflect on and answer some of the following questions: Why do parents and teachers both feel frustrated and powerless to meet the needs of today's students? In this class we will consider the power inequities inherent in schools today. With fewer and fewer people who vote having school age children, parents and teachers feel they have little voice in how national and local resources are allocated to education. We will focus not only on present problems in schools, but on reviewing innovative initiatives and models around the country that give a louder voice to teachers and parents on behalf of children. While many people blame children's problems on parents and/or teachers few look at the system/society in which they function: teachers telling parents how to be involved in school without considering their backgrounds, culture, etc. and school administrators telling teachers what to do and the government telling administrators what to do. This course will give students an opportunity to think about current school problems within a power framework and then design constructive ways to empower parents and teachers to be more effective in creating "schools our children deserve." Competencies: H4, H3G, H2A, FX. Faculty: Dana McDermott

HC 131
THE CHURCH AND SOCIAL JUSTICE
Recognizing the impact of religious teaching and religious organizations in the development of individual and social moral values, this course seeks to look at the role of religious organizations, primarily Christian, and how they influence or shape individual and community social values. The course will also look at the interplay of culture and religion and how different cultural and social positions shape religious faith and social action. This includes a discussion of the impact of race, gender, class, and sexual orientation and how they are shaped and defined by one's religious beliefs. The course will look at the role of the leadership development in the church via its activities, role models, and teachings on personal and communal responsibility. It will also look historically at the points of conflict where religious institutions have mobilized to take opposing position on political and social issues such as in Civil Rights or Housing issues. The course will also look at the role of the church in the local community as a resource and as a catalyst for social services, social justice, political advocacy, and community economic development. The class will provide an exploration of various Christian denominations and how their view of their roles and work in the city and in the communities has changed over time. Students will also examine current day communities and churches and compare their historical roles with what they are doing today. They will discuss what churches are doing at the congregational level and ways that institutions are partnering with other religious, interfaith, government, or nonprofit agencies to address community social and economic needs. Competencies: A3X, H4, H2X.H1X Faculty: Cynthia Milsap

HC 132
THE MIDDLE EAST: MAYHEM OR MISUNDERSTOOD?
Is there any American who does not want to know more about the Middle East? This class will provide a geopolitical overview of the seeds which sprouted into the current situation in the Middle East. Learners will study religion, government, and Muslim culture. Along with a concentration on the history and cultural traditions of the area, students will examine how the need for oil has shaped United States foreign policy toward the region. In this course, students will consider facts and issues related to this fascinating locale from a variety of perspectives. Competencies: L7, FX, H5, H2X. Faculty: Joann Gesiakowska

HC 133
THE CIVIL WAR AND CONTEMPORARY SOCIETY
Both in obvious and subtle ways, the Civil War has shaped the America that we live in today. Our images of "north" and "south," our race relationships, and our sense of a national identity have their roots in the Civil War and its aftermath. This course is designed to explore the historical and social dimensions of the War through readings, discussion, videos, and conversations with guest speakers. We will delve beneath the conventional beliefs and superficial information about the War to appreciate its complexity and its presence
in our lives. BA-1999 Competencies: H4, H1E, H1F, H2A. Pre-1999 Competencies: HCG, HC1, HC2, HCA.
Faculty: Donna Younger.

HC 134
GLOBAL EDUCATION AND WORK
Globalization has become a constant topic in the news. We can no longer content ourselves with our town, state, region, or even with our own nation. We need to think big. International politics and economies are merging. How will we compare to other nations in terms of educational preparation and workplace skill? In this course, students will examine ideas regarding the nature, philosophy, history, and purposes of education, and of education for work in the United States. Furthermore, students will compare our thoughts on these issues to those of other nations, our partners for the future. Students will consider the ethical implications of educational programs and philosophies, and will discuss the ramifications of the developing close relationship between education and the workplace. Competencies: A4, H5, FX. Faculty: Jean Richine

HC 135
DYNAMICS AND ETHICS WITHIN HUMAN RESOURCE DEVELOPMENT
Traditionally, training and development was not viewed as an activity that could help companies create "value" and successfully deal with competitive challenges. Today, that view has changed. Companies that use innovative training and development practices are likely to report better financial performance than their competitors that do not. The course focuses on different cultural strategies among corporate HRD approaches and investigates the ethical frameworks among them. We review ethical schemas in education to gain a perspective with which to evaluate HRD strategies. We also use a case-study approach ("the learning-program design model" as applied under National Socialism in the 1930s) and compare its outcomes with some contemporary corporate HRD programs. Students may work in teams to analyze organizational models and integrate course-based learning. BA-1999 Competencies: A3C, A4, H2D, L7. Pre-1999 Competencies: ALF, ALG, HCF, HCH. Faculty: Lee W. Nab, J.D.

HC 136
UNDERSTANDING TERRORISM AND SOCIAL VIOLENCE
The tragic events of September 11th 2001 have caused many people to seek answers and understanding as to why this type of violence occurs. This intense course will examine the psychological, philosophical and ecological roots of hatred and social violence. We will explore the possible negative impacts of exposure to violence on children, adolescents and adults. Course content will center around such questions as: "What are the cognitive roots of prejudice and social violence?" and, "Is violence really human nature?" BA-1999 Competencies: A3A, A3X, A4, A5, H5, S2C. Pre-1999 Competencies: ALF, HC4, PW5, WW, HC, AL, PW capstones. Faculty: A. Matamonasa

HC 137
WELFARE OR WEALTHFARE
What does "welfare" mean in social or individual terms? How does race, ethnicity, gender, or class influence who is poor in the United States, and why? In this course we will examine in what ways poverty is connected to unpaid family work or low-wage jobs, how corporate "wealthfare" is often put before people's welfare in terms of health or environmental conditions, and what are the social values or ethical beliefs behind turning the war against poverty into what some claim has become a war against the poor. BA-1999 Competencies: A4, H4, H1B, H2A, S3C. Pre-1999 Competencies: ALP, HCG, HCM, HCA, PWM Faculty: Metchild Hart

HC 138
THE JUVENILE COURT SYSTEM: IS THERE A FUTURE FOR OUR CHILDREN?
Recently the juvenile court system celebrated its 100th anniversary. This affords us an opportunity to examine the strengths and weaknesses of this special court and to identify the opportunities for improvements and needed changes. The court's legal decisions about children's lives are extremely important because of their profound life-long consequences for individual children and because of the impact these decisions have on society in general. This course will study the juvenile court system since its inception in 1899. We will see how crime has changed, not so much in numbers, but in the degree of violence due to guns, drugs and gangs. We will also study how the change in family structure has affected crime. We will study one method of change in our efforts to effectively address how certain changes in the present system could lead to a more effective and just system. We will employ small learning teams to explore the material presented in class. Competencies: H1D, H2X, H4, L7. Faculty: Barbara Donnelly

HC 139
UNDERSTANDING WAR: CAUSES AND CONSEQUENCES
The First World War (the "Great War") produced profound effects on world culture and continues to influence our ideas and actions with respect to military matters. The swift advance of technology during this time
provided the world with a new and constantly-shifting array of weaponry, including the first biological weapons, use of aircraft and bombing, and systematic genocide. All of these weapons are still present in the contemporary arena of warfare and we can understand them only by knowing their origins. In this course, we will examine this horrific shaping effect of war by studying its literature, scholarship and documents, as well as selected films and field trip(s). Since aviation and the use of air tactics played a crucial role near the end of the Great War, we will particularly emphasize this phenomenon. BA-1999 Competencies: H1X, H5, S1E, S2A. Faculty: Daniel Christine.

HC 140
PUERTO RICO AND CUBA: DIVERGENT POLITICAL TRAJECTORIES
Despite their geographic proximity, Puerto Rico and Cuba have taken different political paths. In this course, we will examine the economic and political history of these two countries starting from when the United States took possession of these two Islands in 1898 to the present. We will address questions such as: What led to U.S. involvement; why did Cuba gain "nominal independence" after 1898 while Puerto Rico remained under tighter U.S. control; What led to the Cuban revolution; What is the current state of Communist Cuba? The history of these two countries will also provide an avenue for exploring the impact of the Cold War on the Caribbean. We will conclude by examining the migration and immigration of Puerto Ricans and Cubans to the United States. Lectures, class discussions, videos as well as presentations by guest speakers will be the primary means of exploring these issues. Students will develop a structured learning journal and complete a small project that explores one of the course themes. BA-1999 Competencies: H1C, H1F, H2F, H4. Pre-1999 Competencies: HC2, HC3, HCG, HCQ.

HC 141
LIFE COACHING: TOOLS FOR TRANSFORMATION
Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches have emerged to help people transform their personal and professional lives. In this course, we will explore the theories, concepts, and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications. We will also look at a few of the assessment tools most commonly used in coaching today. Working individually, in pairs, and in small groups, students will practice coaching skills and keep a detailed learning journal. This course will be highly experiential and collaborative in nature. Students will learn to assess coaching and its impact, gain an understanding of interpersonal communications skill, as well as some concepts of behavioral psychology. Competencies: H3C, H3D, L7, FX.

HC 142
EXPLORING EDUCATION
This course will focus on educational opportunities for students considering a career change or exploring career opportunities in the fields of Policy, Administration and Teaching at the Elementary, High School or Junior College level. We will discuss the history of American education, its aims, purposes, contemporary issues and opportunities, as well as requirements for teacher certification, and alternative certification processes. Students will learn how to use the SNL program to meet Illinois General Education requirements leading to Teacher Certification. Class requirements include discussion, selected readings, a short writing assignment and a guest speaker. Student outcomes will include a thorough knowledge of the processes involved in Teacher Certification, examination of their short term and life-long learning goals and an understanding of innovations in education today. This course is designed for students to explore and understand education today and how this knowledge leads to personal goals, improved understanding of education as an institution and how this knowledge can impact their choices in education for themselves and family. Competencies: H1X, H2A, H3X, FX.

HC 143
INCARCERATION AND HUMAN DEVELOPMENT
In this course, we will examine a paradox: how can one live a rich, fulfilled life during incarceration? Together, we will explore how men and women do time, faced with endless isolation, agonizing hopelessness, fear, or regret. This course does not condone aberrant behavior nor make excuses for the incarcerated. We will explore the evolutionary journey of prisoners, studying their use of coping mechanisms and adaptive norms. Prison is a system that does not conform to social norms as we know them. Strange as it seems, prisons are populated by people much like ourselves, who have closely-related problems associated with human development. BA-1999 Competencies: L10, L11, H2A, H2H. Pre-1999 Competencies: LL7, HC9 & 10, AL9 &10 and WW9 & 10.

HC 144
DEMOCRACY AND DEMOCRATIC ENVIRONMENTS
Democracy may be described as a form of government in which the general public participates in decision
Democracy may be described as a form of government in which the general public participates in decision-making. But this is a rather abstract notion. Democracy is often used as a term to identify any admired system that is not patently a dictatorship. For a more profound understanding of democracy and democratic behavior, it is necessary to identify criteria, which define democratic environments such as equality, solidarity, positive human relationships, participation and commitment to each other. Furthermore, it is required to analyze these criteria critically and apply them to everyday contexts and behavior. This course will provide students with an understanding of democratic environments, the criteria to define them, and how this knowledge could be applied to everyday situations in the private sphere and the workplace. The course offers a wide range of activities like critical reading and discussion of topics, analysis of cases, simulation of democratic and non-democratic environments and problem solving of real life issues. The ideas of others serve as common course content presented in the material assigned to this course. Students are asked to participate actively and critically, using their own experience as a field of analysis and reflection. Active participation should foster the idea that the course itself could serve as a model of a democratic teaching and learning environment. In this way the course will foster democratic behavior and values. Competencies: H4, H3G, FX.

HC 146
HOW FAMILIES COMMUNICATE
This course provides students with the opportunity to apply a wide range of theories about family communication to an experience common to all-family life. Through this course, students will gain an understanding of how communication functions to develop, maintain, enrich, or limit family relationships across a wide range of family structures and cultural backgrounds. Among the family relationship issues considered in this course are patterns of intimacy, power, decision-making, roles, rituals and conflict. Factors involved in forming family patterns (e.g. gender, ethnicity, family diversity and family stories) will also be covered. Competencies: A-3-F, H-3-C, H-3-X, F-X. Faculty: Robert Mills

HC 147
CONTEMPORARY ADVERTISING AND PROMOTION
This is an introductory survey course covering components involved in the promotion of products and services. Topics include: organizing for contemporary advertising and promotion; understanding target markets; choosing media, and multinational perspectives. BA-1999 Competencies: H1B, H1X, A1X, FX. Pre-1999 Competencies: ALF, HCC, HCF, WW. Faculty: Frank Tobolski

HC 148
COLLABORATIVE LEARNING: PRINCIPLES AND PRACTICES
In this class, we will explore and develop the skills, values and knowledge that contribute to collaborative learning. Today perhaps more than any other time in human history we are aware that no one is an island. At the individual, organizational and societal levels, we are all interconnected and interdependent. We can only meet our goals and address our problems at any of those levels if we work at them with one another. Therefore, as never before, we need to learn how to learn together. Collaborative learning is the process of two or more people helping each other to deepen and expand their shared understanding of the challenges and opportunities they face. It involves stimulating new insights in one another, and helping each other make changes in our assumptions, beliefs and behaviors. We will read and discuss a book on theory and skills of helping others to learn. We will practice skills each week with each other via telephone. We will also participate in informal online discussions. Each week, a formal reflection will be submitted. See http://condor.depaul.edu/~mskelley for more information. Competencies: L7, H2C, FX. Faculty: Staff

HC 149
TEAMS AND TEAMWORK
It's obvious; teams outperform individuals. What's not obvious is how to make teams work. This course takes a look at the "why" and "how" of teams: specifically looking at team building, communication, leadership, behaviors, conflict management, decision-making, diversity, and problem-solving. The goal of the course is multifold; to help students understand team dynamics, to become better team members through experience, to be better able to manage teams, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of fun team exercises (each session) supplemented by lecture, discussion, video cases, and role-play. Competences: L7, H2D, FX. Faculty: Brian Hinrichs

HC 150
DESIGNING, IMPLEMENTING AND PLANNING FOR CHANGE
Business success is no longer about management and control. Success requires leadership that knows how to leverage information that is important to a company's sustainable future. Participants in this course will learn how to maximize a company's value to all stakeholders by tapping its intellectual capital (workforce, community, stockholders, board members, unions, customers) by engaging people in sharing their knowledge

HC 151
COACHING AND LIFE SKILLS
Good coaches... like good managers, parents, and friends... work to bring out the best in other people and help them develop their full potential. This course will provide a setting for students to experience and explore the role and skills of the coach in contributing to the development of other people. By looking through the lens of youth sports, participants in the course will learn that coaches communicate well; build genuine relationships; value process as well as product; and convince others that they are important and have much to contribute to their team and community. The course is highly experiential and collaborative in nature and will enable students to develop communication, teamwork and human development skills that will support their roles across a variety of settings. In addition, students will be eligible at the end of the course for coaching certification through the American Sport Effectiveness Program (ASEP). Competencies: FX, H3G, L-7, H2X.

HC 152
GENDER, RACE AND CLASS
It has been said that what we don't understand we don't talk to, what we don't talk to we fear, and what we fear we destroy. We live in an increasingly diverse society. The roots of the average U.S. resident will be in Africa, Asia, Latin America, the Pacific Islands, and the Middle East - not white Europe. The Chicago metropolitan area is strikingly different from the Chicago land of ten years ago. The growing ethnic, racial and religious diversity of the area's population forces us to expand the definition of minority concerns. The growing gap between the haves and the have-nots both intensify and is intensified by racial tensions. We will also explore gender inequality, and the role of gender in our lives and its impact on contemporary relationships. For most of us, this fast-paced world has scattered our senses in so many directions that we frequently feel overwhelmed and powerless to understand the world in which we live. This class is an opportunity to take the time to pause and listen, really listen, to some of the forces that impact our lives. You will explore important aspects of your own personal identity in a focused and disciplined way, and be asked to share with fellow students in a genuine, respectful atmosphere. The Lakota/Sioux people have a saying for all of this, the web of life. The Lakota phrase "mitakuye o'yasin," means "We are all related." There will be an all day outside of class experience on Saturday, August 18 when we will be given the privilege to participate in a traditional Native American purification ceremony known to us as a sweat lodge. It will be led by sun dancer and pipe keeper Quentin Young of Lakota/Sioux heritage. We will use Discussion, Lecture, Writing, Reading, Film, and Experiential. Pre-1999 Competencies: ALG, ALN, HCC, HCF. BA-1999 Competencies: L7, A3A, A4, H3X.

HC 153
VIOLENCE IN AMERICA: AN HISTORICAL AND CONTEMPORARY PERSPECTIVE
This course compares violence in America from the second half of the nineteenth century to contemporary time. A variety of topics will be covered including: political violence and assassinations, labor strife, urban unrest, and organized crime. Hollywood and media images of violence affecting youth and individuals, violence as a form of social control, and implications of violence will also be covered. Class discussion will focus on the causes of violence in American society. Do groups condone violence when they perceive themselves as outsiders? Have groups resorted to violence attempting to force change in society? Is there a nineteenth century old west gunfight mentality existing in contemporary society? Does American violence compare to contemporary Western Europe? The coursework will include lecture, assigned readings, class discussion, and written assignments. Student papers will be on topics approved by the instructor. Pre-1999 Competencies: HCA, HCD, HCF, HCG. BA-1999 Competencies: L7, H2A, H2G, H2X, H4.

HC 154
RACE AND RACE RELATIONS
How do we understand and heal the wounds of racism? How do we build bridges that allow diversity to flourish in the United States? What are the connections among forms of racism such as ethnic cleansing and "pacification programs"? In this course, we will explore the roots of racism, look at the changes brought about by the civil rights movement, and examine ongoing work aimed at bridging the gaps caused by racism. Students will study a variety of topics through discussion, readings, films, debate, guest panels, and field excursions. Competencies: A-3-C, H-2-A, H-4, H-5, F-X.

HC 156
BEHAVIOR, HEALTH, AND AGING
This course is a broad introduction to the aging process in a society that values productivity, youth and independence and attempts to defy normal aging at all costs. It will explore the influence of medicine and
technology as it relates to aging, examining the role of health care as to prolonging human life vs. allowing for a good death. It is a continuing survey of the human being through the periods of late adulthood and old age. Through exercises, projects, and group activities, students will learn to explore the personality, behavior and physical changes in aging. It examines the interrelationship between physical and psychological factors of adapting to illness and health maintenance activities. Topics include the physiological and psychological aspects of aging, behavioral influences, prevention and management of chronic illness, bereavement, death, and related adjustment issues. Pre-1999 Competencies: HC-A, HC-C, PW-5, PW-B, PW-F. BA-1999 Competencies: H-2-A, H-3-B, L-7, F-X, S-2-C, S-3-A.

HC 157
ECONOMICS FOR DECISION-MAKING
The purpose of this course is to provide the modern consumer living in a global economy fueled by unabated technological progress with basic tools to understand the path which has led to today's remarkable prosperity. The focus is on enabling consumers to make decisions throughout the life-cycle. Basic economic methodology will be presented, along with defining moments which, from the Industrial Revolution to the expansion of globalization, have shaped both economic theory and economic policy. Standards topics, such as scarcity, opportunity costs, the law of diminishing returns, the law of comparative advantage, the mechanism of the price system, the laws of demand and supply, the workings of money and banking, the impact of fiscal policy, etc., will be considered, with in mind the idea that economics can offer a significant contribution in the process of making practical financial and consumer decisions. Competencies: H-1-C, H-2-E, H-5, F-X.

HC 158
ETHICS AND LAW OF INTERNET PRIVACY
Online privacy has become a highly charged and complicated area of the law and our culture, because the Internet is changing and expanding our economy in ways unimaginable five years ago. The Internet's incredible functionality and convenience has rapidly made it the primary communication, information, and shopping tool for millions of Americans. Most of us, however, underestimate the extent to which we compromise our digital DNA with these transactions. Recently, some states have attempted to draft legislation responding to the issue of online privacy. Legislation advocates envision that these represent limitations on the collection and dissemination of personal information acquired by Internet web sites. Others have promoted the adoption of federal online privacy standards. Will the adoption of new laws and regulations impede the Internet growth? Or, is the Internet the final frontier of unregulated and freely accessible information, products, and services? Students in the class will grapple with these and other important questions on the legal limits of privacy. Competencies: A3C, A4, H1X, S1X, FX.

HC 159
MAIZE AND MIDWESTERN CULTURE
In this course, students will learn the role maize has played in the cultural, economic and scientific development of Midwestern Society. An overview of the impact of maize on ancient American and modern world cultures will also be examined. Students will learn how maize developed from a wild indigenous plant in the Americas to become one of the world's great sources of food, chemicals, religious belief and social practices. More locally, students will learn how corn is currently farmed in the northern Illinois area, how Midwestern family farmers finance, grow and sustain great crops of grain. Students will examine the practices and results of economic corn markets and the role these play in the success of Illinois corn farms. Methods of continuing domestication of maize by selective breeding and more recently by genetic engineering, and the impact of these practices on the crop and on society will be examined. Finally, students will explore the many ways corn products are converted into chemicals for a variety of uses, and will analyze their benefits and costs. Pre-1999 Competencies: HC-F, HC-G, PW-B, AL-E. BA-1999 Competencies: H-1-H, H-4, S-3-F, A-1-H.

HC 160
TRAINING AND FACILITATING: ADULT LEARNING IN PRACTICE
This hybrid course will explore the nature of adult learning and the role of trainers and facilitators in making it happen. We will address: the impact of focusing on learning rather than teaching; the key role of learner characteristics in choosing facilitation strategies; the importance of creating learning environments conducive to learning; the importance of creating learning materials suited to the purpose and the learners; the power of group learning and ways to facilitate it. Class sessions will be devoted to discussion, observation, and demonstration of facilitation techniques. Competences: H2X, H3X, L7, FX. Faculty: Donna Younger

HC 161
THE SUCCESSFUL ENTREPRENEUR:FINDING YOUR NICHE
Today, to be a successful entrepreneur, in addition to knowing what's hot in the marketplace, you need to know yourself. This course will help you discover what are the skills and gifts of personality you possess that
will maximize your possibilities for success as an entrepreneur in today's global environment. Utilizing a variety of measurement techniques, you will discover your own personal work-style preferences, what tends to drive you, what energizes you and what builds your self esteem. You will explore which type of business opportunities might be the right ones for you, learn your own decision making style and in what work environment you function best. Based on this knowledge, you will create your own mission statement. Then in collaboration with other students, you will learn how to integrate this information with the various tasks required in getting a new enterprise off the ground. This includes: (1) identifying a specific service or product that meets a need in the global community, (2) creating successful marketing strategies; and (3) devising methods of developing the product or service you created. Pre-1999 Competencies: AL-2, HC-H, HC-X, PW-A.

BA1999 Competencies: A-5, H-5, L-7, S-2-D

HC 162
MANAGEMENT THEORIES EXAMINED
Throughout history, theoretical approaches to managing people and programs have filtered into and influenced daily life. Some of these theories, such as the works of Machiavelli, take the form of great literature. Others come to us via the more mundane world of Dilbert cartoons. In any form, ideas about human interaction and productivity continue to shape our consciousness. In this course, students and faculty will examine a variety of documents related to management, and will examine them from philosophical, social, and business perspectives. Competences: A-3-X, H-2-X, H-3-X, F-X.

HC 163
EGYPT OF THE PHARAOHS: IN THE BEGINNING
The history of Egypt spans more than 5000 years to a time before the earliest writing and before the rise of trade networks, nation states and empires. For ancient Egyptians, human life was interwoven with the natural cycles of the world, the ebb and flow of the Nile River and the power and machinations of the gods. This course explores the cultures and eventual unification of the numerous city-states that dotted the Nile Valley into what we now call the Old Kingdom. Particular emphasis is placed on the relationship between politics and religion. Both oral and written research projects will be assigned. May be taken for only one competence. Pre-1999 Competencies: HC-1, HC-2, HC-Q. BA-1999 Competencies: H-1-E, H-1-F, H-2-F

HC 164
ROLES AND RESPONSIBILITIES OF ORGANIZATIONAL LEADERS
This course surveys a variety of leadership structures prevalent in dynamic contemporary organizations. Students in this one-competence course will investigate theories of active leadership, analyze organizational case studies involving effective leadership positions and experientially assess the usefulness and validity of conceptual models of leadership in the day-to-day world of viable organization management. Competencies: H-2-X, F-X.

HC 165
MARKETING CHALLENGES
In this five meeting course, students will examine the roles of marketing not only in the selling of products and ideas, but also as a vehicle for the dissemination of public information and socially relevant developments. Specific attention will be paid to television commercials and other forms of advertising. May be taken for only one competence. Pre-1999 Competencies: HC-D, WW. BA1999 Competencies: H-2-G, F-X.

HC 166
GLOBAL FUTURES: OIL, WATER, WAR, AND PEACE
Who determines who owns the oil, water, and other resources on the planet? What are the root causes of many of the wars in the Middle East, Africa, and South America? How do we, as the world’s superpower, respond to these global issues? This course examines the fight for resources and connects these issues to questions of war and the new upsurge of non-violent action across the globe. We will read books and excerpts from these and other works: RESOURCE WARS: THE NEW LANDSCAPE OF GLOBAL CONFLICT, by Michael T. Klare; WATER WARS, by Diane Raines; DRUGS, OIL AND WAR IN AFGHANISTAN, COLOMBIA, AND INDOCHINA, by Peter Dale Scott; and POWER POLITICS, by Arundhati Roy. Guest speakers, videos, and other experiential learning will enhance these readings. Competencies: A-3-G, H-1-F, H-5, S-3-D. Faculty: Staff

HC 167
MAKING CHANGE AT WORK
This course is designed to help students develop an understanding and knowledge of organization development strategies. The concepts, dynamics and strategies of organizational development and change will be explored through exercises, lectures, and simulations. Organizational variables that are key to development and change efforts will be identified along with assessment and intervention techniques for impacting these variables. Pre-1999 Competencies: HC-5, HC-F, WW BA-1999 Competencies: FX, H-2-C, H-2-D
THE STORIES WE TELL: STORIES IN TODAY'S BUSINESS ORGANIZATIONS
Organizations are rich with stories. Most of us function as employees and leaders in organizational systems for a large portion of our lives, seeking seek meaning and satisfaction from our roles there. We establish relationships with others and create experiences. Business leaders have been exhorted to clarify and communicate a company's values, mission and vision as part of a process to align individual and organizational interests. The intended or ideal outcome of this alignment is to improve performance and, potentially, satisfaction. However, leaders aren't the organization's only storytellers. Every day the organization's practiced values, mission and vision can either support or undermine the espoused ones. At this intersection important stories result. These stories cannot be quantified on income statements or production reports. Yet I believe they can translate into more traditional performance measures when used to: solve problems, identify subcultures, find areas of support and resistance, identify gaps between espoused and practiced values, and point out areas for further exploration, eg. why two shifts tell different stories about the same topic. BA-1999 Competencies: L8, A-2-B, H-2-X. Pre-1999 Competencies: AL-A, HC-F, and WW.

CROSSING BOUNDARIES: UNDERSTANDING SELF AND "OTHER"
This semi-structured Externship is designed to enhance students' understanding of themselves as individuals, as life-long learners and as members of the larger human community. Students will identify the internal and external 'boundaries' they have with regards to experiential learning. Experiential or service based learning will be implemented to enable students to 'cross boundaries' into new and unfamiliar territories. Pre-1999 Competencies: LL-7, and a pair of capstones. BA-1999 Competence: L-9.

WORLD RELIGIONS - UNDERSTANDING THE GREAT SPIRITUAL TRADITIONS
Recently the media has brought to light many facts and questions about various religious beliefs and traditions. At first glance, they might seem alien to us since we often lack any knowledge of those traditions. We may not always be equipped to see the similarities between our own beliefs and those of traditions that are foreign to us. In this course, we will examine the spiritual beliefs of some of the world religions, including, but not limited to Christianity, Hinduism, Judaism, Islam, Buddhism, and others, so that we may gain a better understanding of our own spiritual beliefs as well as those of others. We will explore the similarities of the spiritual questions all religions address, such as the purpose of life; explanation of death, why evil exists; what is its role in the global context, etc. We will investigate the different cultures and customs of these religious traditions and see how they answer these common questions. Competences: A3X, H2X, H3X, H5. Faculty: Pavlo Hayda

WORKING IN AMERICA: POWER AND PREDICTIONS
In this course students will gain knowledge and insight into the meaning and value of American Labor history from the late 19th century to the present, including its global roots and progression. Emphasis is on how the past has shaped and still affects today's perspectives, decisions and actions, and on interactive discussion of issues and factors influencing the course of future labor behavior, including its current struggle for survival and meaning and value. This course will involve reading and writing exercises which are designed to analyze and interpret various content and context questions about the characteristics and circumstances involved in why American Labor decisions and behavior occurred in the past and present, and why and how they may/should occur in the future. Competences: H4, FX, H2X, H3X. Faculty: William Henning

HUMAN RIGHTS AT HOME AND ABROAD
This class is largely about the international human rights movement and how it has the potential to alter our thinking about social justice and the rights movement in the United States. In this class, we will ask ourselves the following questions: which rights should be protected by every society? Can there be universal human rights? Should developing countries be held to the same standard as developed nations? What are the major areas of concern internationally and how do these compare with human rights concerns in the United States? Are human rights for the individual incompatible with those for the collective or can the two co-exist? In this context, we will review the U.N. Declaration of Human Rights and other important treaties, NGO commentaries, and first person accounts of the international and domestic human rights movements. Students are encouraged to integrate their interests in both domestic and international human rights issues into the class discussion. BA-1999 Competencies: H4, H5, H1F, A3C. Pre-1999 Competencies: ALP,HCC, HCG, HCX Faculty: Nancy Davis.
FEMINIST THEORY
This course is designed to provide you with an introduction to a variety of feminist theories (with marked
emphasis on contemporary theories emanating from feminists based in the United States)—their connection to
the social conditions of women’s lives and to feminist activism for social change. We will examine how
different theoretical perspectives address gender, racial, and sexual inequalities and the method(s) they
propose for change. We will critically engage the theories in terms of how they address the commonalties
and differences between and among women, particularly those grounded in race, class, and sexual
identifications. This course is part of a 3-course Capstone Sequence required of all majors in Women’s
Studies, but it is open to SNL students seeking Advanced Electives or Capstones in the Human Community

HC 174
CIVIL LIBERTIES IN EVERYDAY LIFE
This course is designed to expose students to the history, context and implications for American society of the
Constitution and Amendments, more commonly known as the Bill of Rights. We will learn about the founders
who created the Constitution, and also explore landmark court cases concerning historically significant issues
such as privacy, right to bear arms, freedom of religion, abortion, and the right to die. We will discuss how
this supreme law of our land impacts our daily lives and decisions. Pre-1999 Competencies: HC-C, HC-F, HC-
G. BA-1999 Competencies: H-1-D, H-2-F, H-4

HC 175
BUILDING THE CLASSROOM OF THE FUTURE
This course is designed to assist students in understanding how the evolution of the global marketplace is
changing the needs of students, the medium of instruction, the ways teachers in formal education, business
and informal settings must now train, and the relationship between educators, private business, the state and
civil society. Readings from the assigned texts and articles authored by scholars from around the world
relating to new uses of information technology in education and training will be examined and discussed in
small groups. Students will be challenged to understand and apply new teaching/training methodologies in
their given fields of expertise more in keeping with the newly developing educational paradigm and to
consider what policy changes should be implemented to facilitate broader adaptation of the new model and
broader participation of learners in their community. Competences: H1X, H4, FX. Faculty: David Steiger

HC 176
COLLABORATIVE LEARNING IN THE WORKPLACE
This course explores the theory and practice of collaborative learning, particularly as it can be applied in the
workplace. The only organizations that will be able to keep pace with rapid changes of our world are those
which foster learning. And the only way we will continue to find our work in those organizations meaningful,
constructive and engaging is if we cultivate our learning skills. One of the most important educational and
professional skills we can develop today is the ability to engage in collaborative learning. Collaborative
learning goes beyond good teamwork and group process. It makes it possible for groups to overcome
organizational learning obstacles and work together in ways which are more creative and productive. This
course will investigate current theories of collaborative and organizational learning. We will practice those
skills in collaborative learning groups. Competencies: L7, A3D, H2C, H2D, FX. Faculty: Michael Skelley

HC 177
OUR SEARCH FOR MEANING
Philosophers, clergy, and social scientists have often alluded, over the centuries, to the importance of what
might be considered our universal life task. Our search for meaning has the power to frustrate and/or enhance
our life experience. This is often a highly individual process in that most people, regardless of their particular
demographics or life situation, will consciously or unconsciously contemplate and/or struggle with this very
life-defining issue, and no two people will have exactly the same experience. That is, both the manner in
which this life task issue manifests itself, as well as the particulars of one’s resolution will vary from person
to person. This one competence, five week course will explore this most difficult yet essential developmental
process and discuss several pertinent components related to it. The course will encourage creative thinking,
stimulate group discussion, and include some experiential writing assignments. Pre-1999 Competencies: AL-

HC 178
INDIVIDUAL AND ORGANIZATIONAL TRANSFORMATION
This course will explore the dynamics of change in our individual and organizational lives. Our work
organizations will only be recreated if we change our individual actions, habits, values and perspectives. And
such fundamental transformations in our individual lives will only be possible if the organizations which
permeate our society also change. Both types of change are forms of learning. Contemporary theories of
transformation and collaborative learning open up new perspectives on the dynamics of change. We will explore the basic human values assumed and supported by these theories. And we will apply these theories and values to organizational situations. This course will include practice in collaborative learning. Pre-1999 Competencies: AL-O, HC-5, HC-H, WW. BA-1999 Competencies: L-7, A-3-B, H-2-C, F-X.

HC 179
GREAT MEN AND WOMEN: AUTOBIOGRAPHY AS HISTORY IN 20TH CENTURY AMERICA
Great Men and Women: Autobiography as History in Twentieth Century America Often when we study the life stories of individual Americans, they are those of notable political leaders, great military men, or famous entertainers. This course shifts focus away from "great men" and looks at the autobiographies of ordinary Americans whose life experiences can illuminate the crucial social/political developments and conflicts of their day. We will look at three major issues in the twentieth century: The Great Depression, The Atomic Bomb, and Social Protest and Conformity in the 1960s through the eyes of Americans who experienced them first hand. The readings will consist of compelling excerpts from oral histories and autobiographies. As we discuss the readings, we will analyze power relations between differing racial, ethnic, and economic groups in the United States and draw connections between individual experiences and global problems like poverty, atomic weaponry, and racial inequality. Students will either write short papers or conduct an interview with an individual that explores the historical significance of his/her life. Competencies: H-1-F, H-2-H, H-4.

HC 180
JUSTICE AND SOCIETY
This course will examine issues relating to power, justice, and inequality within the Chinese context. In this course, we will develop a model for analyzing these issues which will move beyond the specific instances of a particular culture. This course is taught in Hong Kong.

HC 181
LAW FOR EVERYDAY USE
Our system is founded on the belief that everyone is entitled to participate in the process of government. Free and open access to the judicial system is fundamental to American democracy, yet, as our system of law grows more complex by the day, we find ourselves more and more reliant on lawyers. This course is designed to provide students with the basic skills to understand and navigate the system in the areas of law that are pertinent to our everyday lives. Various substantive areas of law including, but not limited to, marriage and divorce, work-related laws, real estate, health care rights, estate planning, immigration, juvenile law, and finance will be examined with emphasis placed on topics according to class preference and interest. Pre-1999 Competencies: HC-I, HC-K WW. BA-1999 Competencies: F-X, H-1-D, H-2-B.

HC 182
TEAMWORK AND FACILITATION
Contemporary professional interactions, especially those which are linked to work teams, must be managed in a conscious and proactive manner to ensure the success of the project and its place in a dynamic organization. Particularly useful for people involved in leadership roles within teams, this course introduces students to the motivating concepts within collaborative interaction at work, and provides a forum for applied learning and the practice of facilitation skills. Students will learn through diverse instructional tools, including simulation exercises and assessment strategies. Pre-1999 Competencies: HC-F, HC-B, WW. BA-1999 Competencies: L-8, F-X, H-2-X, H-3-D, H-3-X.

HC 183
THERAPEUTIC FILMS: WHY PEOPLE CHANGE
Students will examine changes occurring in feelings, behaviors, and thoughts as a result of development and growth through the use of therapeutic films. This course attempts to establish a conceptual framework for viewing the relationship between personal obstacles and resiliency. Students will analyze and present film critiques based on competencies. Through this process, we will remember to see the humor in life while viewing film topics that include: Abuse (Emotional, Physical, Sexual), Aging, Chronic Illness and Disabilities, Communication, Conflict Resolution, Death and Dying, Divorce, Emotional and Affective Disorders, Marriage, Substance Abuse, and Values and Ethics. Pre-1999 Competencies: AL-D, HC-B, PW-5, WW. BA-1999 Competencies: F-X, H-3-C, H-3-D, S-2-C.

HC 184
VIOLENCE AGAINST WOMEN: A HUMAN RIGHTS VIOLATION
This course will introduce students to issues of violence against women from cross cultural perspectives and will explore how this social problem relates to human rights violation. The course will give the definition of what is violence against women and what are the different forms of abuse used against women. This intense course will focus on evaluating these forms of abuse in diverse cultures, include India, Saudi Arabia, and the
United States, as well as immigrant and minority communities in the U.S. This analysis will examine how social institutions in each of these cultures either contributes to the violence against women or addresses this issue. Through class discussion, lectures, readings and guest speakers, the various ways in which women are abused will be evaluated and discussed in an effort to introduce students to patterns of abuse from a global perspective. Competences: H-2-A, H-4, H-1-X, A-3-X. Instructor: Lu Rocha

HC 186
THE COLD WAR AND ITS IMPACT: AMERICA, RUSSIA, AND THE WORLD, 1945-TODAY
This course is a study of the central international reality of the years after the end of the Second World War, the Cold War confrontation between two world power systems: the United States and its allies and the Soviet Union and its associated states. We will investigate the cause, course, and termination of the Cold War and examine how that struggle shaped the foreign policy decisions of the United States and the Soviet Union, and impacted the history of the world and its nations over the past sixty years. For this class, our focus will be less on what happened but rather why as we search for a usable interpretation of the past. The various interpretations of this period and the foreign policies of the US and the USSR are very controversial and hotly debated among historians. We shall examine these controversies and the different views and voices of historians examining the period using disparate lenses of analysis and review of primary source material. Among the questions we will explore are: Was the Cold War inevitable; What role did ideology play in the development and maintenance of the international system during the Cold War period; What values prompted decisions made by leaders in each nation; What impact did the Cold War have on peoples and nations throughout the world especially in the Third World; and What is the impact from the Cold War on the crises we face today? Competences: H-1-F, H-1-X, H-5, A-3-E. Faculty: Kevin Kirberg

HC 187
LATINA LIFE STORIES
This class will explore the diversity of the U.S. Latina experience through themes of migration, home and place, paid work, caring work, education, gender, and race. Through life stories and fictional works, students will examine what it is like to be a migrant or immigrant; to live in more than one culture, as a bicultural and multicultural, bilingual or multilingual person; to negotiate responsibility and desire, as a woman, mother, daughter, partner, to name and live one's sexuality; to be a provider, a caregiver, an activist and a professional. Students will also be encouraged to draw connections between their own experiences and those of the women about whom they are studying. The course will conclude by exploring how Latina women are building new political, theoretical, economic, artistic, and spiritual pathways toward wholeness. Students demonstrate competence through participation in class discussion, and activities, as well as by writing essays based on readings. Students will also have the option of writing about their own life history as well as of researching the life stories of Latina women not covered in the class. Competencies: H-2-H, H-3B, H-4, A-1D

HC 188
VIOLENCE AND CRIME IN CULTURE, HISTORY AND PSYCHOLOGY
This course is designed to lead students through reading, investigation and discussion of some exciting research and theoretical speculation concerning the origin, nature and causes of interpersonal violence: including criminal behavior. Particular attention will be paid to those factors that may increase or decrease violence behavior. Violent behavior will be explored across contemporary cultures (and subcultures) and across time. The goal is to help students think about issues concerning violence from a variety of perspectives. Particular attention will be given to causative factors and the need to look at statistics, claims, causes and cures with a critical eye. Armed with this knowledge the student should be able to put policy proposals or cultural trends in perspective and form an opinion as to their likely effectiveness. Competencies: S3X, H5, H3X, FX, A3C. Faculty: Nicholas O'Riordan

HC 189
LATINO CHICAGO
Chicago and the larger metropolitan area have long been destination points for many Latino immigrants. Today Latino Chicago is comprised of many diverse groups including Mexicans, Puerto Ricans, Guatemalans and Cubans that have become a vital part of Chicago's economic, political and cultural life. This class will explore the diversity of Chicago's Latino experience through themes of migration, home and place, transnationalism, globalization, gender, and race. We will explore the social, economic and political history of Latino Chicago as well as current issues. Some of the questions we will pursue in the course include, but are not limited to the following. How do global processes at work in Chicago impact Latinos experiences? How have Latinos faired with respect to issues concerning housing, education, employment and health? While we will learn about the inequities that Latinos have experienced, we will also explore this community's struggle for social justice and its efforts to define a place and home for itself in Chicago. Through this course, students will also learn about coalition building efforts across various Latino group and between Latinos, African American and Anglo communities. We will conclude this course by exploring how Latinos/as are building new
political, theoretical, economic, artistic, and spiritual pathways toward wholeness and justice. We will learn about these themes and address questions through readings, class lectures and discussions, guess lectures, documentary films and field trips. Field trips to Latino Chicago communities such as Pilsen and Humboldt Park will take place during class time. Assessment of students' performance in the course will be based on a research paper OR a research report, weekly reading assignments and classroom participation. Students who opt to do a research report will be assisting in a research study being carried out by the instructor for a non-profit organization in Pilsen? Mujeres Latinas en Accion. Competences E1, E2, H4, HIF, H2H. Faculty: Marisa Alicea

HC 190
EXPLORING LAW IN AMERICA: ITS HISTORY AND RELEVANCE IN TODAY'S WORLD
This course is designed to enhance students' awareness of how critical American law is for their personal, professional, and community life. The purpose is to help students achieve a better grasp of current realities through understanding of the history, the structure, and inherent problems of the American legal system. The course will discuss the role of lawyers and the public in the legal process (e.g. the role of civil rights groups and lobbyists in forming laws). It will begin with the colonial underpinnings and the essentially Western and British foundations of the American legal institutions. There will be some discussion of alternative legal systems. It will then review the American Constitution, the nature of a federal system, and specific topics in American law. These topics will include the basic rights in our system, and the law as it has evolved in dealing with race ("the strange career of Jim Crow"), speech (free and otherwise), labor (its rough course), criminality and its outcomes, religion (how religious is the law), and business regulation (how much can we trust antitrust). If time permits, we may discuss tort law and some aspects of courtroom practice and procedure (the TV side of the law). The course will be relevant for students interested in the law as a career, the law in the workplace, the law in not-for-profit settings, and those generally interested in the law in business contexts, as well as those seeking to understand the role of the law in our social and cultural context. We will use one major textbook, as well as selected readings on topics. Students will be asked to bring their own experiences with the American legal system into our discussions and to share their perspectives of the various topics. Competencies: A3X, H1D, H4, FX. Faculty: Frederick Bates

HC 191
AMERICAN PRESIDENTS
This course will trace the development of the American Presidency by concentrating on the lives of some of the leaders who have been elected to the Presidency over the past two centuries. We will seek to find out their histories, what motivated them, what ideals they held sacred, what programs they proposed, how they reacted to crisis, how they protected and improved the nation during times of war and peace. We will examine the key issues and problems that confronted these Presidents and shaped the history of our nation. Students will read different biographies of two Presidents, and individually report their findings to the class for discussion and comparison. We will also follow the unfolding events of the 2000 campaign. Pre'99 Competencies: HC-2, HC-A, HC-D. BA'99 Competencies: H, H-1-F, H-2-F, H-2-G. Faculty: R. Craig Sautter

HC 192
E-COMONICS: ECONOMICS OF THE INFORMATION AGE
See also http://www.depaul.edu/~ratrista Are you wondering how the Internet demands new and reconfigured business strategies? Or, what are the changes in the structure of industries with e-commerce, B2B commerce and increased connectivity? This course introduces the student to the principles of economic theory with an emphasis on information management and information technology. The course covers several concepts and surveys the impact of the current information age explosion fueled by technology using historic and economic perspectives. The conceptual component of the course will introduce students to economic principles, models and analytical tools (supply/demand, economic value, marginal cost, i.e.). The portion of the survey of the impact of the current information age will expose students to relationships of causes and effects in the changing business environment. The interrelationships between historic and economic perspectives will become evident, enabling the student to better understand current events in today's information age. BA'99 Competencies: F-X, I-1, I-2, H-1-C. Pre-'99 Competencies: WW, PW-Q, HC-3, HC-X. Faculty: Ramiro J. Atristain-Carrion

HC 193
SOCIAL WORK AND THE DEVELOPING SELF
Social Work And The Developing Self

HC 193
THE AFRICAN AMERICAN FAMILY
This course will explore key questions regarding the development of the African American family within the context of institutionalized oppressive forces endemic to American society. During the course we will survey
several theories that have been prominently used to characterize the African American family's development and their efficacy as tools in this endeavor. We will also use genealogical research methods to understand the dynamics of family development. Students will conduct research into their own family's history by using oral history techniques and will learn how to document and reconstruct kinship ties as far back as class time and records will allow. Through this process, students will gain a broader understanding of the African American family as it has evolved in response to the stressor imposed upon it throughout American history. Furthermore, learners will consider issues related to the construction of American society, the role of African Americans in it, and the ways in which these issues influence African Americans in all aspects of their relationship to the larger society. Each student will be expected to turn in a final research report based on readings and research. The final research report will consist of a family tree and a discussion of family development based upon the ideas presented in the course discussions and the readings. The text for this course is: A Place Called Home: An African American Guide to Genealogy and Historical Identity, by Dee Parmer Woodtor.

HC 194
CAREERS, SELF AND SOCIETY
This course will explore various components of the individual's personality, self-definition, and the factors that contribute to the particular career choices made by some individuals. The psychological concept of "goodness of fit" will be addresses with regard to how well matched individuals, with certain characteristics, are with their special career choices. This course will further study the ways in which an individual and her/his career choices will influence, as well as be influenced by society in general. Students will be challenged to integrate information from the disciplines of psychology and sociology and creatively apply this knowledge to personally relevant individuals/situations. Pre-1999 Competencies: AL-D, HC-O, WW. BA-1999 Competencies: A-3-B, H-2-D, H-3-C, F-X. Faculty: Ivan Wolfson

HC 195
USING COMMUNICATION TO REDUCE CONFLICT IN ORGANIZATIONS
Much stress and conflict in the workplace is caused by the inability of some people to use practical communication skills (such as listening, negotiation, and problem solving) in various settings including interpersonal exchanges, intercultural interactions, meetings, and public presentations. When individuals understand the interactive communication process and are more competent communicators in the workplace, both stress and conflict are managed more effectively. As a participant in this course, you will be asked to consider your own business and professional experiences as we discuss communication breakdowns that compound stress and conflict and what strategies that will help to reduce the stress and manage the conflict in the workplace. The role of technology in business communication, especially in relation to stress and conflict, will also be analyzed. To address various learning styles, the course facilitator will use a variety of formats including interactive lectures, discussions, role playing, case studies, presentations, outside speakers, videos, readings, and other activities. Your input is welcome, and you are encouraged to make suggestions throughout the course concerning topics and activities and to adapt any oral and written presentations to those areas that are important to your particular Individual Focus Area and/or Learning Plan. Check web registration information for day and registration numbers. Pre-1999 Competencies: HC-B, AL-P, PW-B. BA-1999 Competencies: H-2-D, A-3-C, S-3-X. Faculty: Susan Timm

HC 196
FACILITATING GROUP DYNAMICS
Contemporary professional interactions, especially those which are linked to work teams, must be managed in a conscious and proactive manner to ensure the success of the project and its place in a dynamic organization. Particularly useful for people involved in leadership roles within teams, this course introduces students to the motivating concepts within collaborative interaction at work, and provides a forum for applied learning and the practice of facilitation skills. Students will learn through diverse instructional tools, including simulation exercises and assessment strategies. Pre-'99 Competencies: HC-F, HC-B, WW. BA'99 Competencies: L-8, F-X, H-2-X, H-3-D, H-3-X. Faculty: Brent Mallek.

HC 198
WIRED UP! TECHNICAL JOURNALISM
This course will explore the reporting of highly technical, cutting-edge subject matter to a mass audience. The course will cover journalistic and technical writing skills using examples and assignments drawn from the military, aerospace, maritime, biomedical and electronics fields. Students will also learn to effectively research a story, conduct interviews and to analyze and place a single technological issue within a global perspective to find the story beyond the press release. Pre-'99 Competencies: HC-D, HC-F, WW. BA'99 Competencies: H-2-G, H-2-X, S-3-F, S-1-E, S-3-A, F-X. Faculty: Charles Cooper

HC 199
MANIFESTATIONS OF BELIEF: RELIGION VS. THE CONSTITUTION DURING THE HOLIDAYS
The United States Constitution guarantees freedom of religion to its citizens. What is freedom of religion? How is this basic right interpreted? How far can the individual citizen go in demonstrating religious belief? When do the rights of the many supercede the rights of the few? These questions have been particularly prickly over the last few years when objections to the recitations by school children of the Pledge of Allegiance, and the display of religiously oriented holiday decorations have made national news. Where do you fall on these issues? Is it OK for New York City to have a big Xmas tree in Rockefeller Center? Do you mind if your neighborhood church displays a creche on its front lawn? What about the town hall? In this course, students will examine holiday displays around town and assess their relation to freedom expression and freedom of religion. Students will also consider the nature of free societies, their relationship to community values, and the ways in which difference is valued, or not valued, in contemporary American culture. Competences: H4, A1X, H2X, H3X. Faculty: Jean Richine

HC 200
GUIDED INDEPENDENT STUDY:HUMAN COMMUNITY
Guided Independent Study: Human Community

HC 201
AFRICAN AMERICAN FAMILY HISTORY AND GENEEOLOGY
This course is an introduction to African American family history using research on one's own family. Starting with the family's oral history, students will learn how to document and reconstruct kinship ties as far back as class time and records will allow. Through this process, students will gain a broader understanding of the African American family as it has changed throughout American history. Each student will be expected to turn in a final research report based on readings and class research visits. The text for this course is the instructor's book, A Place Called Down Home: An African American Guide to Genealogy and Historical Identity. Competences: H1F, H2A, H3B, A3X.

HC 202
VALUE-DRIVEN ORGANIZATIONS
What is a value-driven organization? How does such an organization make decisions, treat employees, and relate to customers differently than an organization that has not defined itself as value-driven? How does an organization create a value-driven environment? How does one evaluate a value-driven organization? There are the questions that students will explore, through case studies and stories from organizations that are striving to be value-driven. Competencies: A-3-C, A-5, H-2-A, F-X Faculty: Debra Lang

HC 203
LIVING AND WORKING IN A GLOBAL 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 small group research and presentation. Guest speakers will be invited to share their experiences with the class. Competencies: L7, E1, E2, FX, H1E, H1A, H5 Faculty: Miriam Ben-Yoseph

HC 204
LOCAL GOVERNMENTS
Is all politics local? Through lectures, discussions, readings, interactive simulation exercises and written and oral presentations, students will examine the role of local governmental bodies such as cities, townships and schools throughout the world. We will explore how the activities of local governments have been shaped by social, political and economic forces, and analyze local decision making and approaches to governance as impacted by custom and culture. Pre-1999 Competencies: HC-1, HC-2, HC-3. BA-1999 Competencies: H-1-C, H-1-E, H-1-F. Faculty: Philippe Weiss

HC 205
FROM ATZLAN TO CHIAPAS: MEXICAN HISTORY AND CULTURE
Mexico is the world's most populated Spanish speaking country as well as the United States' largest trade partner. It is a diverse linguistic and multiethnic crossroad in the heart of North America. This course is an introductory survey of the rich historic tapestry of Mexico. It will survey pre-Colombian civilizations such as the Olmec, the Maya, and the Aztec. The course will also analyze the Spanish colonization, the struggle for independence, the Mexican-American War, the French occupation, the Revolution in 1910 and the recent social upheavals in Chiapas. In this historical backdrop, students will also examine the socio-cultural icons Frida Khalo, Diego Rivera, Sor Juana Inis de la Cruz, and the Virgin of Guadalupe. Students will demonstrate

HC 206
GROUP PROCESS AND FACILITATION SKILLS
Whether we're good at it or not, and, whether we like it or not, we are fairly likely to live, work, and play with groups of people. How we live, work and play in and with them is one of the essential ingredients to satisfying and beneficial relationships. This course explores the field of group processes and dynamics - the study of how groups of people engage with one another and the impact that they have on productivity, effectiveness and personal satisfaction. Using case studies, simulations, role plays, and individual work, social, and familial experiences, we will examine the foundations of human interaction and the basic processes that drive and shape our behavior vis-à-vis others. We will also explore the impact that our behavior has on group effectiveness and solidarity, and design and practice with ways to increase group effectiveness and cohesion. Topics include the stages of group development; issues of inclusion, power, influence, control and openness; group decision making; managing differences within the group; leadership; enhanced group performance; group process interventions; and group facilitation. Competencies: H2D, H3D, L7, FX. Faculty: Anthony Colantoni

HC 207
MEDIASMART-UNDERSTANDING AND DEMYSTIFYING AMERICAN MEDIA
This course will focus on the principles of media literacy, with a secondary emphasis on media's effects on society, culture and the individual. We will learn how to analyze, evaluate and create messages in a variety of media channels (television, newspapers, magazines, internet, radio, etc.) and formats (news, entertainment, advertising, etc.). We will learn about the business of media, its role in a democracy and how it represents gender, race, social class and sexual orientation. We will read books and articles; view television programming; examine newspaper and magazine articles; analyze websites. Students will "deconstruct" media in order to better understand how messages are constructed and designed to influence their attitudes, beliefs and behaviors. The course is designed as an interactive learning experience, where students and the instructor learn from one another. Students will leave the course more savvy about American media and the thousands of messages that are communicated to them everyday. Competences: FX, H1B, H2G, H3G. Faculty: Dorothy Balabanos

HC 208
THE HEART OF THE ENTREPRENEUR
Entrepreneurs are an integral part of a thriving economy yet the aspects of successful entrepreneurship remain a mystery. This course takes a detailed look at the characteristics of successful and unsuccessful entrepreneurs, enabling the students to acquire a personal understanding of what it takes to start a new business venture. This course is interesting, fun and rewarding especially for those interested in starting their own business. Ed Paulson is a Silicon Valley insider, successful entrepreneur and published business book author. Competencies: A-2-X, H-3-C, F-X. Faculty: Ed Paulson (www.edpaulson.com)

HC 209
USING FINANCIAL INFORMATION
In this course, students will learn practical applications of the fundamentals for making financial and investment decisions. Students will work with cases and problems drawn from business experience. They will work with economic and philosophical theory, as well as economic data, and learn to understand such concepts as supply and demand, competition and monopoly, and the money supply. Students will become familiar with financial information, learn how to assess financial risks and rewards, and become conversant with the terms, symbols, and abbreviations that are used in current business publications. Pre-1999 Competencies: WW, HC-E, HC-Q. BA-1999 Competencies: H-2-F, H-2-X, F-X. Faculty: Alan D. Cohen

HC 210
PRINCIPLES OF MARKETING AND RELATION TO ORGANIZATIONAL LEADERSHIP
This course will provide a better understanding of both the principles of marketing and the importance of organizational leadership in successfully executing a marketing program. We will learn both marketing principles and practical applications within a commercial organization. The main objective is to provide "non-marketers" with an overview of the marketing function, the construction and development of a marketing plan, and an understanding of how the marketing department must integrate itself within the organization. Additionally, we will gain a better understanding of organizational leadership and followership strategies for humanizing both the workplace and the marketing department. Pre-'99 Competencies: HC-F, WW. BA'99 Competencies: H-2-D, H-2-X, F-X. Faculty: Terry P. Mollan

HC 211
LIVELIHOOD, WORLD TRADE, AND FOOD SECURITY
The creation of corporate wealth affects the livelihood and well-being of millions of people. In this course we examine what guides corporate decisions, and whether or how they are supported by political structures or institutions. We start out by developing a notion of social and individual welfare and discuss corresponding ways of living and working. Equipped with this perspective we analyze the values implicit in the global economy, and how it structures people's daily working and living. We examine what it means to work for one of the corporate giants, and how international trade organizations have created an invisible government that affects the sovereignty of nations and their citizens. In particular, we investigate how the agbiotech industry tethers the power of genetic engineering to the mandates of a global financial system. The question whether we have the wisdom to play God and reshape the essence of life underlies our discussion of transgenic food production. This course requires substantial amounts of readings, three short response papers, and a presentation that is part of the final paper. Competencies: H4, H5, S3E, A4; students with a Work Studies Focus Area can also sign up for an FX (equivalent to F3, F4, or F5). Faculty: Mechthild Hart

HC 212
CRIMINAL JUSTICE, CRIMINAL VIOLENCE
This course examines the causes of violent crime in America and the criminal justice system from arrest through corrections. Attention will be given to the increase in the amount of violent crimes committed, the increasingly brutal and wanton nature of those offenses, the causes of these developments, and possible solutions to this problem. In addition to assigned readings, students will learn from faculty lecture, group discussions, and an independent research project. Additionally, one day will be spent at the Cook County Criminal Court Complex meeting with criminal justice system experts, viewing trials in progress, and touring Cook County Jail. Competencies: H-1-B, H-2-A, H-2-G. Faculty: Jack Moran

HC 213
THE UNITED NATIONS AND INTERNATIONAL CORPORATIONS
As international corporations gain more power and influence, United Nations organizations, programs, agencies, and funds are establishing dialogues to bring businesses into the international system. This course will explore the foundation of the international system used today to address the world's most pressing issues and explore these new partnerships, risks and opportunities. Students will use video conference sessions with Ambassador Kamal, the course web page, class discussions, readings, and researching their term paper to become more able to thrive in a global system. Requirement: Access to the Internet prior to class.

HC 214
COMMUNIST CULTURES: EASTERN EUROPE AND RUSSIA
In this course, we will explore many questions about culture in the Soviet Union and the Eastern Bloc after World War II. We will focus on the cultural history of Russia, Poland, and the Czechoslovakia during this period and work to understand how the art, literature, and film of these nations both reflect and create this history. Specific questions we will address in the course are: What is the nature of totalitarian rule? What is the difference between "official" and "unofficial" art? What does it mean to create a work of art in a totalitarian state? How did culture vary in the different Communist countries? What can the arts tell us about history, and how do they present a worldview? We will watch films by such directors as Tarkovsky, Wajda, and Svankmeyer and read works by such authors as Solzhenitsyn, Szymborska, and Kundera. Students in this course will write one short and one long expository essay. Pre-1999 Competencies: AL-3, AL-P, HC-1, HC-D. Faculty: Simon Greenwold.

HC 215
WHOS LYING TO YOU NOW?
The purpose of education, said the authors Neil Postman and Charles Weingartner ("Teaching as a Subversive Activity") is to give students a built-in "crap detector." Do you have one? And if you do, is it sounding shrilly night and day? This class will offer students several frameworks for critical thinking and media literacy. We'll look at who is lying to you and where the lies are coming from. We'll look at prominent sources of messages from the worlds of advertising, politics and public life. We'll look at topics such as what is a "fact," transparency on the Internet, who gets to be an "expert spokesperson," and how to recognize your own biases and assumptions. It may be hip to be cynical, but too much cynicism corrodes democracy and keeps us from participating in our communal life. This class will use a variety of media, lecture and visits from real experts on the subject of fraud, messaging and propaganda. Competences: A3C, H2A, H3X, FX. Faculty: Tom Tresser

HC 216
VOLUNTEERISM IN AMERICA
The purpose of this course is to expose students to the historical and contemporary state of volunteerism in the United States. We will explore the scope of volunteer activity; the variety of roles fulfilled by volunteers in nonprofit organizations and, ways to effectively recruit, train and manage volunteers. Assignments and
SPIRITUALITY, CULTURE AND TECHNOLOGY

HC 220

Is spirituality something that one "does" after giving up on organized religion? How does the individualism of American society influence our choice of spiritual paths? Is spiritual life possible in a culture dominated by consumerism? How does our experience of family, the economy, and political life affect our spirituality? Does technological thinking subvert or support spirituality? What myths underlie the spiritual paths that appeal to many contemporary Americans? As we address these questions, we will evaluate five different...
understandings of the relationship of spirituality to culture. We will address the different “languages” that modern Americans use to describe their experience of the self, society, nature and ultimate reality. Our discussions of seminar readings will consider the various authorities that can underlie our spiritualities. We will also consider how different understandings of the natural world may affect our attitudes about society.


HC 221
FAMILY VALUES: PARENTING IN CULTURAL CONTEXT
In this course participants will have an opportunity to think about their family values and goals for their children. Individuals will first reflect on how their own ethnicity, culture, gender, social class, etc. impacted their values and self development and identity. They then will collaborate with classmates to see if there is some consensus on shared or universal values. By listening to others value choices we better understand our own values and the challenges of putting our beliefs into practice. Participants can partner to help each other plan an interaction with someone with very different values e.g. talking to a fellow parent who believes in spanking. How can we do this in a respectful way? We will use Harriet Heath's book "Using your values" to answer that question and guide our journey. BA-1999 Competencies: L7, H5, A3A, H1B, H3B. Pre-1999 Competencies: AL-N, HC-C, HC-H, HC-X. Faculty: Dana McDermott is a developmental psychologist and certified family life educator and a member of the SNL Resident Faculty.

HC 222
LANGUAGES AND CULTURES OF THE WORLD
Language - culture touches many of the most vexing and intractable contemporary sociopolitical problems, and may very well be a pathway for solutions as well. Through selected discussions, presentations, and readings, students will confront the key issues involved in language-culture. The process will focus on self-discovery as the chief method of relating to and understanding the practical ramifications of a world with a variety of world views expressed through cultural and linguistic means. Students can expect to broaden their own horizons considerably as they participate in group discussions of contemporary issues and problems. Students will select and define a specific topic for research and present findings to the group. The linguistic-cultural skills acquired through group discussion, class interaction, and guided research will equip students for practical, empathetic living in the complex multi-cultural world of the 21st century. Pre-1999 Competencies: HC-1, HC-2, HC-X. BA-1999 Competencies: H-1-E, H-1-F, H-5. Faculty: Thomas Klocek

HC 223
A WORLD IN TURMOIL: EXPERIENCE IN THE UNITED NATIONS
Although this is a Fall course, deadline to sign up with instructor is June 15. Students will prepare for and attend the 60th annual NGO/DPI conference at the United Nations in New York City with 2,000 people from 100 countries. The conference –Climate Change: How it Impacts us All? is on September 5, 6, 7, 2007. This course begins with three classes in August to prepare for the United Nations conference. Everyone travels to New York on their own and makes their own hotel reservations or can stay with friends. Course content focuses on the issues of climate change and especially the role of NGOs. There will be three follow-up classes in September. Expenses include tuition, travel to/from New York City, lodging in New York City, conference registration fee of $35, and SNL course fee of $110. Competencies: H1C, H1F, H2A, H5, H2H, FX, LEX (L10,11). See: http://condor.depaul.edu/~pszczerb/ngo2007.html for syllabus, etc.

HC 224
UNDERSTANDING AND CREATING ADVERTISING
The average American is bombarded with at least 6,000 advertising messages a day. While highly controversial, advertising is key to our consumerist and capitalist society. This course will focus on the basic principles of advertising, including media, creative development and production; the history of advertising; and the uses of marketing research to develop an advertising campaign. Students will read books, articles and view videos on advertising. They will be asked to write 2-3 short analyses of their reading assignments, and use the advertising encountered in everyday life for a series of 2-3 analytical assignments. There will also be a short paper on the advertising topic of their choice. The class will work in teams to develop and advertising campaign that will be presented during the last day of class. Outside speakers currently in the advertising profession will be invited to the class. Competencies: L7, H1C, H2G, FX. Faculty: Dorothy J. Balabanos

HC 225
THE CHANGING FAMILY
Families have undergone dramatic changes in the past fifty years. Internal factors (i.e., divorce, drug abuse, and family violence) and external factors (i.e. poverty, war, and unemployment) can reshape family dynamics. This course will focus on family systems theory and structural functionalism to understand and
enhance family relationships, particularly during transitions. Students will practice effective communication strategies and complete a project that demonstrates an understanding of how families successfully adjust to challenges. You may register for only one competence. Pre-1999 Competencies: HC-A, HC-B. BA-1999 Competencies: H-2-A, H-3-D. Faculty: Cynthia Sims

HC 226
CITY SHAPERS
Chicago has been a city of "characters." This course will examine the lives of people who have made specific contributions to Chicago and its history as entrepreneurs, politicians, social reformers, artists, builders, and spiritual leaders. Key economic, political, and social developments in Chicago's history will form the overall framework for the study of individual contributions. When appropriate, comparisons will be made with individuals who shaped other urban centers. Students will gain a working knowledge of Chicago's history and culture in this course, and an appreciation of the men and women who shaped the city. Competencies: A-1-X, A-2-C, H-1-X, F-X. Faculty: Timothy Hill

HC 227
LEARNING SPACE/WORKSPACE
Transformative learning is one of the most active new areas of adult learning practice and research. This type of learning centers on adults' experiences of significant shifts in their perspectives, ways of making meaning, and self-concepts as they engage in new learning and sometimes disorienting life experiences. It also includes the development of new capacities and positive changes that lead to increased freedom, flexibility, and confidence. This course is for anyone who is interested in being more mindful of transformative learning opportunities in their own life, and who wants to learn to make space for transformative learning in a range of educational and organizational settings in the role of educator, trainer, facilitator or manager. This is a highly participatory course where students will learn key theories of transformative learning as they reflect on their own learning experiences, and those of their learning colleagues. In addition to their own experiential learning and reflection, students will collaboratively develop strategies to guide such learning in their own work and practice settings. Competences: A3A, H1I, H3G, FX. Faculty: Pamela Meyer

HC 228
PRESENTATION SKILLS FOR THE WORKPLACE
This five week course will introduce students to presentation skills needed in the workplace. Students will discover the importance of speaker integrity, listening habits, and audience considerations. Through practice, students develop self-confidence and competence in the mechanics of preparing and researching, organizing, outlining, and finally, delivering the presentation. Students will choose to deliver an informational or persuasive presentation. Emphasis will be placed on group problem solving and leadership communication. You may only register for one competence. Pre-'99 Competencies: HC-S, WW. BA'99 Competencies: H-3-E, F-X. Faculty: Don McKay

HC 229
CIVIL RIGHTS: A MODERN APPROACH
What exactly are "civil rights"? Where do these rights come from and how does modern society deal with them? This course will deal with constitutional protections and safeguards currently called "Civil Rights". We will explore the role of government in these civil rights and how that role has evolved. Students will analyze various court decisions, current events and their own experiences in order to examine the relationship between government agencies (such as police and fire departments and boards of education) and citizens. Pre-1999 Competencies: AL-C, HC-2, HC-A, WW. BA-1999 Competencies: A-1-D, H-1-F, H-2-A, F-X. Faculty: Geri Yanow

HC 230
FAIR HOUSING ISSUES

HC 231
CONFLICT RESOLUTION
The manner in which members of a society approach the resolution of conflict says much about that society. In American society, conflict resolution carries increasing significance. Methods employed to settle disputes have ranges from dominance and suppression to consensus. Somewhere between these extremes fall the institutional forms of negotiation, mediation, and arbitration. This course will focus on the negotiation, mediation, and arbitration processes: what they are, how they work, and to what extent they can be employed successfully. They will be reviewed from the perspectives of individuals, relations, and the environment will be relationship between companies and unions. Students will learn from professionals how actual labor negotiations are conducted.
HC 232
LOVE: UNDERSTANDING AN EMOTION
What is this thing called love? This class on romantic and sexual love gives you the chance to reflect this question. Led by an instructor whose teaching style is Socratic Method, this class stresses critical reading and conversation. Classic and contemporary voices whom we will hear range from Sappho and Ovid, through Heloise and Abelard, Freud and Jung, to Elizabeth Rapaport and Annette Baier. To facilitate their active participation in the seminar discussions, students will prepare microthemes, brief reflections on the reading assignments. Pre-'99 Competencies: HC-2, HC-4, AL-5. Faculty: Patrick J. Keleher, Jr.

HC 233
ECONOMICS
ECONOMICS

HC 234
SOLVING URBAN PROBLEMS
This course will focus on the goals-oriented problem-solving approach to urban problems - identify the problems, formulate-goals and objectives, generate alternative solutions, measure the anticipated impacts, evaluate the alternative solutions, select the recommended solutions, and then implement it. Useful methodologies with applications to housing, crime, transportation, community development, and other urban issues will be described. The course will provide an opportunity for students to apply problem-solving techniques, thereby increasing individual problem solving skills.

HC 235
ADVANCED CONVERSATIONAL ENGLISH
Advanced Conversational English

HC 236
GENDER AND POWER-GLOBALLY
Think globally and act locally! This course offers students the opportunity to integrate community service with academic learning. To set the context for these activities students will study women's movements in countries around the world. Classroom discussions, jouralling and activities will provide opportunities to reflect and expand upon these experiences. Faculty: Ellen Benjamin

HC 237
EFFECTIVE INTERPERSONAL COMMUNICATION IN THE WORKPLACE
This course will help students identify important dimensions of interpersonal behavior and the shapes that two-person relationships can take. Major causes of unhealthy relationships will be examined. And ways interpersonal participants can act to improve the health of their relationships will be considered. Specifically, this course will examine the role of perception in communication, the uses and misuses of language, nonverbal communication, the dynamics of interpersonal communication, and the management of conflict. The course will be a mix of theory and practice. Major concepts relating to interpersonal communication will be explained by tying them to concrete examples. Along with the required test we will read selected material from psychiatrist Victor Frankl. Three short self-assessment quizzes, covering material from the test, will be given during the term.

HC 238
MALTA: THE SACRED QUEST
Our journey of discovery begins in the Maltese archipelago. Situated in the central Mediterranean, 60 miles south of Sicily and 200 miles north of Tunisia, Malta and Gozo may once have been sacred islands, sites of the "old religion" in which fertility, death and re-birth were venerated. Pre-dating Stonehenge by at least 1,500 years, the oldest known temples in the world are to be found here, on the Maltese islands. Here, 6,000 years ago, the ancients charted the stars, calculated the movements of sunlight, dreamed dreams and carved spirals resembling those which would appear in Britain centuries later... In later history, the islands were occupied by Phoenicians, Romans, Arabs, the Knights of St. John, the French and the British. As part of the academic experience, participants will explore Punic sites, Roman catacombs, sites sacred to St. Paul who was shipwrecked on Malta in 60 C.E., Ta' Pinu Basilica (known for healings attributed to the Virgin Mary), baroque cathedrals, the ancient citadel of Mdina, fishing villages and a village festa complete with fireworks, marching bands and dazzling religious processions. During this program, participants are pilgrims, not tourists. They are also students of spirituality, aesthetics, archaeology and history. Through their encounter with sacred time and space and through their travelling with each other, participants will learn how to view the world through pilgrim eyes. This study-pilgrimage will be led by Dr. Susan McGury of the School for New Learning and Dr. Elizabeth-Anne Stewart of University Ministry and the Department of Religious Studies. Dr.
Dr. McGury’s focus will be aesthetic appreciation and an exploration of the salient features of each religious site. Dr. Stewart’s focus will be to examine questions of ultimate meaning and to help students ask questions related to ritual, sacred story and the symbolic. As a spiritual guide, she will also help students reflect on their own experience of the spiritual journey. Externship and Major Piece of Work by arrangement with the student’s learning committee. Students may select to alter return dates to allow an extended stay in Europe after the completion of the academic program. Any cost for this extension is the responsibility of the student. To apply, contact the Foreign Studies office at (773) 325-7450. For more information contact the instructors at (312) 362-6736 or (773) 325-6736. Pre-1999 Competencies: AL-1, AL-3, AL-5, HC-2, AL-F, HC-F, HC-9 & 10, AL-9 & 10. BA-1999 Competencies: A-1-A, A-1-C, A-3-E, H-1-F, F-11, F-12, E-1, E-2. Faculty: Susan McGury, Elizabeth Anne Stewart.

HC 239
LEADING PEOPLE EFFECTIVELY
Today’s most successful companies are those in which managers at all levels know how to get the most out of themselves and their staff members. They know the fundamentals of human motivation; how to use and adapt their managerial style for maximum effectiveness, and most importantly, how to manage the impact of organizational change on individuals and groups. This course will reflect on various theories and case studies which model effective and efficient ways to manage people and organizations in light of the inevitability of change. Through readings, large and small group discussions, videos, and written assignments, we will explore the this topic, learning both theory and methods, and applying them to case studies in organizational behavior and change. Pre-1999 Competencies: HC-4, HC-5, WW. BA-1999 Competencies: F-X, H-2-C, H-3-A. Faculty: Joseph D. Calderone

HC 240
FROM BASKETS TO BOMBS: HOW DIFFERENT CULTURES CREATE AND USE NEW TOOLS
The ideas of science and the creations of technology are ubiquitous in the modern world. They influence the ways we live, work, and think about ourselves and the world around us. Yet what are scientific ideas and where do they come from? How do engineers and designers build new technologies, and why? Do science and technologies determine our social and personal lives, or do everyday lives determine the creation of scientific ideas and new technologies? Can technologies be abandoned once they've been designed, or is their development and implementation inevitable? This course explores these questions be examining the connections between science, technology, and society. Pre-1999 Competencies: AL-B, HC-2, PW-B, PW-J, WW. BA-1999 Competencies: A-2-C, H-1-F, S-1-E, S-3-A, F-X. Faculty: Don Sorsa and Todd Morgan

HC 241
STAGES OF ADULT DEVELOPMENT
This course helps students understand their stages of growth. We will examine traditional theories as they apply to our own experiences and to the experiences of our families and friends. Lectures, and small and large group discussions will be used as part of the learning process. Students are required to keep an ongoing journal of their feelings and ideas regarding life experiences as they relate to various theories of development. Pre-1999 Competencies: HC-4, AL-D. BA 1999 Competencies: H-3-A, H-3-C. Faculty: Marilyn Rochon

HC 242
THE WAR OF THE REBELLION
The impact of the American Civil War was wider than the resolution of slavery and a few constitutional issues. It had a global effect in that it took conflict to a new and terrible level. From our perspective we can see, through the smoke of this conflict, the obliteration of Dresden and Hiroshima in our time. Through lecture, discussion, readings, the evaluation of two papers and a critical book review, students will review key issues of this, the greatest American conflict. Pre-1999 Competencies: HC-2, HC-3. BA-1999 Competencies: H-1-C, H-1-F. Faculty: Rob Connor

HC 243
STRESS MANAGEMENT AND BEYOND: WELLNESS AS A WAY OF LIFE
This course examines stress as a symptom of a lack of overall wellness in the human system. In addition to exploring causes and effects of stress, students will be given the opportunity to learn about the relationship between wellness and breathing, sensing, eating, moving, feeling, thinking, playing, working, communicating, finding meaning, and creative expression. The course provides students with the opportunity to assess their own placement on the stress-wellness continuum and to investigate the attitudes beliefs, and habits that prevent them and others from expressing their highest potential and realizing optimal health. The learning experience will include participation in a variety of exercises and techniques focused on enhancing awareness and integrating the theory and principles of wellness we will study. A demonstration of Neuromuscular Integrative Action (NIA), journaling, reaction worksheets, and individual competence-based projects are
Integrative Action (NIA), journaling, reaction worksheets, and individual competence-based projects are designed to enrich the learning experience. Competences: H3F, S2A, S3B. Faculty: Carol Friedman

HC 244
FACILITATING ORGANIZATIONAL CHANGE
The changing capabilities of today's companies rest in the quality and competence of all employees. Effecting change from a holistic perspective requires change agents get to the root cause of problems and consider cross-functional and interdisciplinary approaches to solving business problems. The emerging demand for effective management raises several questions: What is it that we do well or should do better? How can we be more responsive to market needs? How can we do things right the first time? How can a holistic approach to change allow more effectiveness in addressing business challenges. Through readings, case studies, lectures, discussion, guest speakers, group projects and written assignments, students will examine holistic approaches to change, assessing organizations and their external environments, manager's roles, and the implications of diversity and technology. Pre-1999 Competencies: HC-5, HC-F, WW. BA-1999 Competencies: H-2-C, H-2-X, F-X. Faculty: Ulwyn L. J. Pierre

HC 245
ADULT DEVELOPMENT AND THE MANAGEMENT OF CONFLICT
In the past, our usual method for presenting, analyzing and resolving conflicts has centered around legalistic argument. However, new methods, such as mediation, and recent theories of cognitive and moral growth suggest a shift to more inclusive, 'worldcentric' models. In this course, we will identify personal, work-related, community, and literary conflicts and apply methods of conflict resolution and theories of adult development to them. The course will be writing-intensive: students will use writing to reflect on their learning to summarize experience and information, and to describe and analyze conflicts. In addition to readings, small group work, role playing, class discussion, and a paper, students will work to identify the 'stories' told about conflicts and the beliefs that underlie them. Pre-1999 Competencies: HC-4, HC-B, AL-D, WW. BA-1999 Competencies: H-3-A, H-3-C, H-3-D, F-X. Faculty: Lynn Holaday

HC 246
ITALIAN AMERICAN VALUES
Italian Americans represent a significant portion of the U.S. immigrant population. The bulk of this immigration occurred at the beginning of this century and consisted largely of individuals from the southern, less economically developed half of the Italian peninsula. The Italian American experience brings to mind some benevolent visions of opera, art, design, and entertainment. However, while Italian Americans have made a strong impression on American culture, this impression has not always been positive. In an attempt to relate the cultural achievements of the Italian nation, the socio-economic problems involving Italian emigration, and the prevailing values of the U.S., students in this course will examine the following questions: What are cultural values? Are there some values which are common to Italian Americans? Have Italian Americans assimilated? In what ways have Italian Americans achieved success within U.S. culture? How are Italian American values expressed? Through readings, journaling, class discussion, a research paper, and films, students will gain an understanding of the dilemmas facing Italian Americans and will, as a result, be able to articulate the nature and problems of their own cultural values. Pre-1999 Competencies: HC-1. BA-1999 Competencies: H-1-E. Faculty: Betta LoSardo

HC 247
ALL THAT JAZZ
George Gershwin said that Jazz has contributed an enduring value to America in the sense that it has expressed ourselves. In this course, we have an opportunity to become familiar with the figures and genres associated with classic and current Jazz. Class time will include listening to recorded examples from major currents in the history of Jazz. Time will also be allotted for presentations concerning the present Jazz scene in Chicago, as well as the future of Jazz. Emphasis will be on the values expressed in this classic art form, and the perceptions and place of Jazz today. Pre-1999 Competencies: HC-1, HC-F. BA-1999 Competencies: H-1-E, H-1-X. Faculty: Rebecca Schwan

HC 248
THE TRIPLE AXIS: RACE, GENDER, AND CLASS IN THE UNITED STATES.
We will explore how issues of race, gender, and class have intersected in struggles for equality in the United States. Our exploration will range from the struggle for racial equality to the struggle for gender equality. Stereotypical thinking, cultural and class labels, and unexamined assumptions often play a pivotal role in the power relationships that have characterized these struggles. We will look at social, political, economic, and cultural factors that have influenced our behavior and contributed to our self-perceptions and our views of others.

HC 249
NONPROFITS: A GUIDE TO A MULTIBILLION DOLLAR BUSINESS
In the wake of the East Asian Tsunami, Hurricane Katrina and cuts in federal programs, the nonprofit sector has increasingly played a significant role at the local, national and worldwide level. A multi-billion industry, nonprofits provide essential services in many forms including education, enhancement of the arts and social welfare programs. This course explores the role of nonprofits in the US, the practical methods nonprofits employ and the differences in working in and managing a nonprofit organization from a for-profit venture. Using hands-on case studies and learning from nonprofit managers, students will demonstrate competencies through class participation, each student will have the opportunity to create a nonprofit business plan and examine emerging issues in nonprofit management. Competencies: H1X, H2A, S3D, FX. Faculty: Rebecca Lindsay-Ryan

HC 250
MINISTRY AND CONTEMPORARY SOCIETY
What is the relationship between spiritual development and good citizenship? In the light of recent changes in the general acceptance of the assistance of religious groups in social welfare, how do Americans understand the connections between church and state, ministry and the public good? The focus of this course is the study of the nature of ministry in its various forms on our culture. In this course students will compare and contrast religious and non sectarian social organizations. Learners will examine the impact of these various groups on communities and their definitions as social institutions. Topics will include the definition of ministry, community development, foreign missions, the relationships between church and society in American culture, and the idea of the future of religious affiliation in America. Students should expect to be involved in several field based projects, including visiting selected religious institutions. Student should also be prepared to interview field professions about the relationship between religious and community. Competences: A-4, FX, H2A, H2X. Faculty: Steele, Donna

HC 251
GLOBAL PERSPECTIVES ON WOMEN'S HEALTH: A MULTIDISCIPLINARY APPROACH
Why are the risks and outcomes for breast cancer in the U.S. different for women from different racial and ethnic backgrounds? What are the factors influencing the infant mortality rate in poor countries? Do you differ from factors in the U.S? What factors contribute to high maternal mortality in poor countries? How does women's work influence their health in Viet Nam or India? Is domestic violence primarily a problem in wealthy nations? These kinds of questions have complex, and not always complete answers, and they represent the kind of inquiry undertaken in this course. We will examine health issues for women in various locations around the world, and the underlying factors contributing to these problems. By doing so, we further our understanding of how biological factors interact with behavioral, social and environmental factors to shape our experience of health, how this is related to development, and the need for social action. Learning experiences will include presentations/discussions, readings, cooperative group activities, and reflective writing. Competencies: H-5, H-1-I, H-1-B, S-2-A. Faculty: Marjorie Altergott

HC 252
HISTORY OF ETHICS IN AMERICAN GOVERNMENT
The objective of this course is for students to understand the development of ethical principals related to American government, from the period of the Founders to the present, and the legislative responses made to address unethical conduct as it is defined in a given era. Throughout the course, students will be asked to examine practical effects of the country s responses to ethical challenges in the public sector, including the relationship between the government and its citizens, and between different socio-economic groups. Topics for discussion will include the extent to which the Founders adequately provided for the ethical conduct of the people s business, whether legislated responses to ethical challenges have improved the quality of representative government, and whether political action committee sponsorship of political campaigns should be recognized as a cherished right or perversion of the democratic process. Finally, this course will challenge students to consider the effects of both ethical and unethical governance on society. BA-1999 Competencies: A3C, A4, H1C, H1F, H4. Pre-1999 Competencies: ALG, ALP, HC2, HC3, HCG. Faculty: David Steiger

HC 253
PRAIRIE INDEPENDENCE DAY
In the 19th century, Chicago evolved from a largely uninhabited wilderness to an industrial and economic center of the United States. This class will examine this evolution from the perspective of evolving public celebration in the 1800's. Independence Day (and its ritual cousins, Thanksgiving and New Year Days) was celebrated passionately by the non-indigenous settlers of Illinois. Emerging political institutions often sponsored events on these holidays to promote their political agendas. Religious and employment related groups did this as well. Local leadership often drove the organization of local festivals with fireworks, food, fraternity, pageants, games or parades and other activities. Such holidays served to allow the populace rest, let off steam, show off and indulge appetites. However, these same gatherings were ideal for the group
discussion of current events and political issues. The class will trace the mutual influence of festivals and the development of Illinois in the 1800's. A cornerstone of the class will be a visit to a public Living History Museum, where re-enactors live the life of the period examined. This one competence class will be held for three three-hour evening classes and one Saturday six-hour class. Competences: H4, H1F, H1X, H3G, H3X, A1G, A1X. Faculty: Jill Joachim

HC 254
THE CONSTITUTION: THAT DELICATE BALANCE
This course examines the U.S. Constitution as the institutional framework of our government, with primary focus on the separation of powers and checks and balances provided to prevent one branch of government from dominating our government. The constitutional tensions created by this system of government are illustrated by the Watergate and Iran-Contra scandals and by a study of the war-making powers of the Executive and Legislative branches. Students will learn through the use of lectures, student research presentations, assigned readings, and the viewing of a series of videotapes dealing with course topics. Competencies: H-1-D, H-1-F, H-2-X, F-X. Faculty: Jack Moran.

HC 255
ANALYZING MODERN PUBLIC DECEPTION
The class will review and analyze a wider variety of public deceptions which have been launched and uncovered in the past 150 years. The main emphasis will be on exposed deceptions which are no longer in serious dispute, as opposed to ongoing controversies. Many deceptive techniques will be reviewed from mild "spin" to manipulation, half-truths and blatant lies from descriptive and ethical standpoints. Deceivers and victims from diverse political and national backgrounds will be studied, with a particular study of totalitarian and not-totalitarian political systems. The overall goal is to help students sharpen their skills of "real-time" analysis of public persuasion while avoiding paranoia or embitterment. Competences: A4, A1G, H2E, H3G, S3D. Faculty: Mark C. Amador

HC 256
FUNDRAISING FOR NONPROFITS
This course will provide students with an overview of the core concepts and skills involved in creating a not-for-profit organization's development program. This will include discussions on how one develops, implements and assesses a strategic fundraising plan. The purpose of this course is to help students: Increase knowledge of the ethics and philosophies of fundraising; Gain information regarding the methods utilized to raise funds for not-for-profit organizations; and, develop an understanding of how to manage the nonprofit fundraising process. Field trips and guest speakers will provide opportunities for students to meet people active in grant writing and grant making. Each student will write a funding proposal during the course. Competencies: H-1-H, H-2-A, H-3-G. Faculty: Ellen Benjamin

HC 257
IMPROVING COMMUNICATION AT WORK
People in organizations work together to meet goals; the success depends on communication. In countless interactions each day, people exchange ideas and information, form and re-form perceptions of one another and the organization, and then decide how to behave. This course will focus on understanding and building communication skill. We will explore the connections between communications and work, the unique nature of relationships in the work place, and how communication skill can build personal and organizational effectiveness. As we develop new understanding of how communication affects our work lives, we will self-assess, practice and improve our own skills, with the result of heightened individual effectiveness. Pre-'99 Competencies: HC-B, AL-D, WW. BA'99 Competencies: H-3-C, H-3-D, F-X. Faculty: Laura Dell

HC 258
MULTICULTURALISM AT SCHOOL: WHAT YOUR CHILDREN LEARN ABOUT WORLD CULTURE
Possible topics include: 1) The difference between traditions and values; 2. How schools handle multiculturalism. 3. How kids grasp "difference;" 4. Defining the dominant culture and discussing how it handles new, or minority values. Competences: H4, H1X, H3X, S2X. Faculty: Jean Richine

HC 259
CULTURAL HISTORY OF MOVIE THEATERS
Film theaters have undergone drastic changes since the first nickelodeons were built over ninety years ago. Engaging in the cultural activity of first-run filmgoing in 1999 no longer requires a trip to the city center, as it often did in the golden era of the "picture palace." Tracing the evolution of theaters themselves and the places where they are built, this course is organized around two central questions. First, how can studying the history of movie theaters help us to understand the social, cultural, and economic transformations of the entertainment industry in the 20th century? Second, how have these transformations affected the ways that
we experience concepts such as “neighborhood,” “community,” and “social space”? Throughout the course, we will explore the rich theatrical heritage of the Chicago metropolitan area, from its ornate movie palaces to its few remaining drive-ins. Students will have the opportunity to draw upon their own filmgoing experience, and to share the results of their investigations in class presentations and papers. Pre-1999 Competencies: HC-2, HC-C, HC-G, HC-I. BA-1999 Competencies: H-4, H-1-B, H-1-F, H-2-B. Faculty: Michael DeAngelis

HC 260
MOTIVATING MODERN WORKERS
What are the best ways to motivate employees to moving forward toward the goals of the organization? Workplace motivation theory examines the many reasons why people work, and why some willingly work so much harder than others. This course will examine concepts of workplace motivation as they have evolved during the past three decades, and explore their practical applications in organizational settings. Students will read and discuss excerpts from major contributors to the field, writing a paper analyzing one author. Small groups will examine case studies and present recommendations for changes. Students will be able to articulate core concepts of worker motivation theory, analyze work situations in terms of their motivating potential, and design interventions derived from these core concepts to meet identified needs in their workplaces. Pre-’99 Competencies: HC-4, HC-5, WW. BA’99 Competencies: H-3-A, H-2-C, F-X. Faculty: Greg Berezewski

HC 261
ACKNOWLEDGING CULTURAL DIFFERENCES
Culture is a unique, human necessity, which challenges our understanding and acceptance as members in a changing society. Central to this course will be viewing culture, not only as defined by anthropological terms, but also through sociological and psychological perspectives. Empirical data, sociological studies, and psychological implications will be discussed and presented through various instructional mediums. One significant emphasis of the class will be in providing and experiential learning atmosphere for students. Using culturally specific literature, film, dance, art and music, as well as, panel discussions, field trips, journaling, and self-reflection, students will be exposed to the idea that culture has the potential to offer us vision, beauty, and a tool to navigate the world. Competences: L7, H5. Faculty: Nancy Bjork-Sullivan & Olga Ruiz

HC 262
INTRODUCTION TO ARCHITECTING SYSTEMS
This course teaches general principles, approaches and ways of thinking about architecting and building complex systems such as buildings, computer systems, aircraft, telecommunications networks, development methods and similar systems. We will use a combination of lecture, discussion, storytelling, experiential simulation and student-driven inquiry. Competencies: A5, FX, H2C, H2X, A1C, A1X, S3F, S3X. Faculty: Daniel Starr

HC 263
CIVIL RIGHTS: FORCES AND COUNTER-FORCES SHAPING AMERICAN SOCIETY
The civil rights movement of the 1960s resulted in a radical shift in the way American society defines itself. Almost forty years later, race and gender relations remain controversial legal and political concerns in our society. This course will explore the historical factors which led to the civil rights movement and analyze the landmark laws and court decisions that regulate our race, gender, and employment relations today. Team-taught by sociologist Pat Ryan and attorney Susan Alvarado, students will examine the social, legal and philosophic underpinnings of the federal anti-discrimination laws and the realities that shape our civic and business lives. Competencies: A-1-D, F-X, H-1-F, H-2-A, H-4. Faculty: Pat Ryan

HC 264
GLOBAL CAPITALISM: BENEFITS, CHALLENGES, AND DANGERS FOR THE 21ST CENTURY
In this course, students will seek to understand global capitalism and explore how it developed and its impact on their careers and communities in the 21st century. We will begin by charting the historical development of capitalism from a local phenomenon in Renaissance Europe to today’s multi-national corporations operating in a global marketplace. Topics for discussion will include the growing interdependence of national economies, how interdependence causes one nation's economic problems to affect others, and the problems inherent in attempting to regulate multi-national corporations. Finally, this course will compare the dangers of global capitalism with its opportunities within the context of social responsibility. Pre-1999 Competencies: HC-2, HC-3, HC-X, WW. BA-1999 Competencies: H-1-C, H-1-F, F-X, H-5. Faculty: David A. Steiger

HC 265
BLACK WOMEN IN THE CHURCH AND SOCIETY
We will explore the religious, social, economic, and political history of African American women. This history
will be analyzed within the context of the Black Christian Church and the role it plays in shaping the views of spirituality and leadership among African American women. Focus will be placed on the intersection between religious involvement, spiritual development, and social change. Students will discuss how these factors impact the African-American woman's perception of herself and how these perceptions influence her involvement in the fight for social justice. We will use readings, discussion, short papers, oral presentations, a take-home midterm exam and a research paper. Pre-1999 Competencies: HC-A, HC-C, HC-2. BA-1999 Competencies: H-1-F, H-2-A, H-3-B. Faculty: Cynthia R. Milsap

HC 266
AMERICAN WOMEN: HISTORICAL VIEW
This course examines the history not only of famous women but of "ordinary" women whose day-to-day lives and contributions are often neglected in traditional history courses. Using problem-based learning, students develop an "I-search project" which links questions they have about women in their own backgrounds or experience with larger issues in the history of American women. The specific topics addressed in each class are determined at the first meeting and are selected to supplement and enhance each student's learning project. As an outcome of this course, students are able to use original historical materials of all sorts (including oral histories, journals, and diaries, personal correspondence) to write history for themselves. The course focuses on trends and ideas, rather than names and dates. How have women's roles changed within the family? How has religion taught us to think about women? How has access to formal education changed the way women think and act? This course will use a variety of historical resources, including etiquette books, marriage manuals, literature, visual art, and old movies. All students will keep a journal of how their ideas about women and men are changing as they complete the course. Students taking the course for two competences will learn about oral history by designing and administering a historical interview to women of various ages and backgrounds.

HC 267
DEATH AND DYING
This course provides a basic knowledge for understanding dying persons and their families; approaching concepts of death from multiple and diverse viewpoints that will heighten awareness of this life stage as an integral and normal part of living. The stages of the dying process will be reviewed, as well as cultural and ethnic perspectives on death. Students will recognize how one's own subjective meaning of death impacts their roles, and identify approaches of various professions on issues arising from patients and families during the dying process, at the time of death and afterward. Finally, legal and ethical issues involving death, suicide and euthanasia will be studied. Pre-'99 Competencies: AL-D, HC-A, WW. Faculty: Patricia J. Whitney

HC 268
WOMEN'S WORK
Feminist Carolyn Heilbrun says, "Each cycle of progress for women seems to end after a decade or two with precious little real advance toward equality. The complacency in women that a few steps induces drains the movement of its energy. Progress halts or is reversed." This course will test Heilburn's statement by asking students to study and discuss questions that particularly affect women, both personally and professionally. The course will chart women's progress, or lack of it as seen in the works of historians, sociologists, novelists, and journalists, both men and women. Each student will choose one subject area for intensive study and will present individual papers or cooperative panel reports to the class. All students will gain access to the sizable and significant body of literature concerning women's roles, rights, and achievements.

HC 269
A SOCIAL HISTORY OF JAZZ
This course focuses upon the historical, social, and economic conditions that provide the context for the introduction of jazz music in American culture, and that have sustained the popularity of jazz over the course of several decades. The course pays special attention to the contributions of particularly influential jazz musicians. Competencies: A-1-E, H-1-F, H-4. Faculty: Chris Wonderlich

HC 270
VIOLENCE: A GLOBAL PERSPECTIVE
To successfully reduce and prevent violence requires both a global and local understanding of its conditions, costs and causes, focusing on those most at risk: children, women, and minorities. The globalization of violence will increasingly require local prevention efforts to be interconnected with national and global effects. This course will prepare students to understand both how particular social factors relate to perpetrators/victims of violence, and the roles of social institutions. Each class will include computer-generated audio-visual presentations, student presentations, and discussions.

HC 271
WOMEN'S PSYCHOSOCIAL DEVELOPMENT
This course focuses on how adult women change, grow, and develop in light of psychological and social-cultural forces that interact in their lives. We consider how core concepts such as self-in-relationship, transition and change, and ways of knowing play out in various aspects of women's lives. In exploring different pathways of development for women, we will draw on the life themes of students in the course as well as on theories and models that help identity unique patterns of women's psychological development (alternatives to male-based theories of adult development). This interactive course emphasizes group discussion and guided reflection. Pre-1999 Competencies: AL-D, HC-4, HC-C. BA-1999 Competencies: H-3-A, H-3-B, H-3-C. Faculty: Catherine Marienau

HC 272
MODERN AFRICAN HISTORY
This course covers the impact of European colonialism and post-colonial events that have shaped modern Africa. Human rights issues, refugee-ism, civil war, famine, international aid, and the challenge of nation-building will be reviewed, as well as current political systems, African leadership, and relations with the United States. Through group discussion, readings, video tapes and individual research assignments, students will gain a perspective on the historical development of this continent. Guest speakers will be invited to talk about Africa's current problems and potential solutions. Competencies: H1C, H1F, H2E, H5, S2X, FX. Faculty: Anghesom Atsbaha

HC 273
STRATEGIES IN PROJECT MANAGEMENT
Strategies in Project Management will present an overview of project management, explore the project management process, discuss strategic issues and focus on project planning concepts. Techniques such as PERT, CPM, work breakdown structure, project time and cost management will be covered. In addition, topics for discussions will include achieving project performance objectives, project monitoring, evaluation and control, risk and opportunity management, project termination, continuous project improvement, organizational structures, disciplines for effective project management, project teams and staffing, team building and creating effective project team dynamics. BA-1999 competencies: H3D, H3X, FX. Pre-1999 competencies: HCB, HCF, WW. Faculty: Philip Gisi

HC 274
THE BILL OF RIGHTS IN CONTEMPORARY LIFE AND WORK
The Bill of Rights is that part of the Constitution that protects you from undue and unwarranted governmental regulation and interference. Learn how your rights of free speech, privacy and association in the workplace, on the street and in your home are secured by the first ten amendments to the U.S. Constitution. What does the government allow you to say and do in the presence of fellow workers? How safe is your home from police searches? Are there limits to whom you are allowed to associate with on a public street or even in the privacy of your own home? This course will deal with these and similar questions. Along the way, we will learn about the history and theory behind the adoption of the Constitution, how judges and lawyers interpret the Constitution, in particular the Bill of Rights, and what role the Constitution plays in the debate over the significant legal and social issues of our day, such as abortion, the death penalty, gay marriage, and physician-assisted suicide. We will read and discuss political theory, the Bill of Rights and actual court cases. Competencies: H-1-D, H-4, F-X, A-3-C. Faculty: Fred A. Wellisch

HC 275
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 as Ralph Ellison, Adrienne Rich, paul Laurence Dunber, Cornell West, Peggy Macintosh, bell hooks, Gwendolyn Brooks, and others. Through discussion, readings, films, debates, 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.

HC 276
DECISION MAKING AND LEADERSHIP IN SMALL GROUP COMMUNICATION
Small groups exist in organizations for many reasons. Some are formally created, permanent bodies for information sharing, decision making and problem solving. Others are ad hoc groups organized to deal with specific issues. Employees often form their own informal groups to share information. Regardless of origin, all groups exhibit similar patterns of behavior and encounter similar problems. With proper training, groups can accomplish far more than any individual members on their own. This course will examine how communication develops and is sustained within small groups, the dimensions of group character, and the effects of group character on communication. We will use a mix of theory and practice to analyze case studies, participate in group decision-making exercises and review the required text. Competencies: H-2-X, H-3-D, F-X. Faculty: Robert W. Mills

HC 277
CRIME & VIOLENCE: LAW ENFORCEMENT IN AMERICA
This course examines the stresses and complexities in the planning and implementation of law enforcement in America today. Students will consider the purposes of legal standards and will engage in critique of contemporary systems and issues. In addition, care will be taken to better understand the myths and realities of criminal behavior today, the role of incarceration, and the toll on society and law enforcement officers as well. The goal of this course is to assist students in building bridges of understanding in today's highly charged socio-political world characterized and fueled by competing standards and goals, and to consider their roles in the development of a just society. Competences: A4, H2X, H3X, S3X. Faculty: William Wassner

HC 278
SOCIOLOGY OF HUMAN RELATIONS
This team-taught course is about race relations in America and around the world. We will engage in productive and thorough discussion of the socio-economic, political, cultural and psychological aspects of human relations, with special attention to the existing relationships between the dominant and minority groups in America. Each class session will focus on a particular institutional base for discussion: political systems, extremist groups, communities, religions, families, schools, to name a few, using readings, film, guest speakers, and current events to bear on the issues raised. Competencies: F-X, H-2-A, A-3-C, H-4, H-5. Faculty: Anghesom Aatsbaha

HC 279
USING STATISTICS FOR SOCIAL ACTION II
Application of statistics to the social sciences: statistical inference, confidence intervals, hypothesis testing, chi square, analysis of variance, correlation, regression and decision theory will be explored as ways to make sense of inferences and predictions involving community, socio-economic, and other data types. * Successful completion of Using Statistics of Social Action 1 is required. This course will use data that is gathered and presented in the previous course. You may register for only one competence for this course. This course meets the last five weeks of the quarter. See also: www.depaul.edu/~jwillets/stats2 Pre-'99 Competencies: HC-E, PW-F, WW. Faculty: John Willets

HC 280
CHILD, FAMILY AND COMMUNITY RELATIONS
This course will address the work of raising children from a variety of perspectives. It will examine how cultural differences influence certain child-raising patterns, and how they relate to or may come in conflict with established social rules and regulations. Practical ways of establishing and maintaining positive and productive working relationships between child care workers and families will also be addressed, and what kind of community resources are available within an urban setting. This course will also discuss the many skills and responsibilities which comprise the (paid or unpaid) work of raising children or "motherwork." Although motherwork is of vital importance to society, as "typical women's work" it receives little public or corporate support. The values and ethical beliefs associated with motherwork, and what they mean in terms of individual experiences and social support will therefore also be examined. Validating individual experience, expanding knowledge, and developing critical and analytical abilities are some of the objectives of this course. We will achieve these objectives by discussing and critically analyzing readings, by evaluating our own experience in light of the course material, and by engaging in dialogue and conversation with each other. Participation, the keeping of a learning journal, doing the readings, and writing a final 5-6 page essay per competence are the main requirements of this course. The first half of this course will be held at Truman College and the second half at DePaul's Loop Campus. You can register for a total of three competencies since this course runs for a semester. Pre-'99 Competencies: HC-A, HC-C, HC-F, AL-F. Faculty: Eileen Brittian; Mechthild Hart

HC 281
CULTURE AND POLITICS OF THE 1960'S
The period from the late 1950s to the early 1970s represents a turning point in "the American century."
Opinions differ through on the meaning of the sixties. Was it a period of cultural renaissance, moral decay, civil war, or something else entirely? This course attempts to assess the significance of the 1960s by looking at some key movements in culture and politics, including the civil rights movement, Vietnam war, hippie counterculture. We will read essays and excerpts from King, Carmichael, Wolfe, Mailer, McLuhan, Sontage and others to track the emergence of new social critiques focusing on the corporate state, patriarchy and the mass media. Through lecture, discussions, and films, students will study a significant individual or movement and demonstrate their expertise through a paper or presentation. Competencies: A-1-H, H-1-F, H-2-A, H-4.

Faculty: John Kimsey

HC 282
ISSUES IN FAMILY DYNAMICS

HC 283
WORKERS AND OWNERS
Throughout this course, students will examine the roles and relationships of workers and owners in assembly plants (maquiladoras) and microenterprises. Students will explore the history of worker-owner relationships in the United States since the period of industrialization, examining the growth of corporations, labor unions, and worker-ownership. They will compare the United States experience with that of other countries and analyze the impact of globalization on worker/owner alternatives. Each student will study worker/owner relationships and pertinent government economic policy in one country outside the United States, and, through class comparisons, will evaluate worker/owner relationships in different countries. Pre-'99 Competencies: WW, HC-3, HC-G, HC-X. BA'99 Competencies: H, H-1-C, H-5, F-X. Faculty: Barbara Kraemer, OSF

HC 284
A WORLD IN TRANSITION: STUDIES IN GENEVA
This course focuses on the global-level perspectives that we so often miss in our ethnocentric paradigms. Our trip will take us to Geneva, Switzerland for twelve days, during which we will visit some of the more than 200 international organizations that have a strong presence in that city, sites for meeting may include the United Nations, the International Red Cross, and the World Council of Churches. SNL alumna Sara Speichen, in Geneva on an internship with the World Council of Churches where she is working on hunger and social justice projects, has volunteered to assist us. Estimated expense: $1800

HC 285
WOMEN'S VOICES IN PEACEMAKING
Across the planet, as forces for war, terrorism, empire, and ecological destruction have gained more strength, there has also been an upsurge in the spiritual, cultural, political, and social leadership of women for peace and justice in response. For example, in just the last 20 years, there has been a demographic shift in the United States of gender majority attending law schools and seminaries. Women's voices from Ireland to India, from Peru to South Africa are shaping a new vision for the future that takes into account class, race, gender. What is the impact of women's collective role on our future here and internationally? This course examines a variety of women's voices of the personal and political, of the spiritual and the social, and explores the possibilities of a new and emerging power dynamic for women. We will read the excerpts and works from current and past women leaders in peacemaking, such as Dorothy Day, Barbara Epstein, bell hooks, Dr. Helen Caldicott, Arundhati Roy, Mary Daly, Pema Chodron, Barbara Eck, Marilyn French, Maread Corrigan Maguire and others; hear guest lectures from women active in practicing peace locally and globally; and experiment with tools designed to develop interpersonal and community peacemaking. Instructor: Maureen Dolan. Tuesdays, Loop Campus. Competencies Offered: A-1-B, H-1-B, H4, H-5.

HC 286
PSYCHOLOGY FOR MANAGERS
This course reviews theories and tools of psychology as applied to work environments, including group interaction, productivity, communication issues, motivation, as well as the impact of individual and organizational dysfunction and pathology. Competencies: F-X, H-2-D, H-3-A, H-3-C. Faculty: Michael McMillan

HC 287
DEVELOPING COMMUNICATION COMPETENCE IN CROSS-CULTURAL SETTINGS
This course is designed to acquaint students with the unique elements of communication present in cross-cultural transactions and to aid students in navigating successfully through these interactions. Over the course of the semester, students will learn to be self-reflexive about their experiences as members of a society in which diverse work teams, international travel, transnational work environments, the Internet, and widespread immigration of groups and individuals are part of contemporary reality. We will examine
widespread immigration of groups and individuals are part of contemporary reality. We will examine traditional elements of the communication model (sender, receiver, message, feedback, context) in terms of cultural, social, and psychocultural influences. To this end, students will explore cultural values, perception, nonverbal communication, high and low context communication, individualism, collectivism, challenges of diverse organizations and work teams, protocol and negotiation across cultures, barriers to effective cross-cultural communication (the "isms"), culture shock and mindfulness. Students completing this course will acquire practical skills to apply in reducing anxiety and uncertainty in cross-cultural interactions and, importantly, students will learn to recognize ethnocentrism and rise above it in the creation of community.

Competencies: A3F, H1A, H5, H3X

HC 288
COOPERATIVES: BUILDING COMMUNITIES FOR PEACE AND JUSTICE
Over 750 million people participate in cooperatives worldwide. From housing cooperatives to credit unions owned by those who use them, from joint employee-ownership and management of workplaces to energy co-ops, farm co-ops, and food co-ops, human beings are re-discovering their power to create affordable homes, worker-centered jobs, and sustainable environments for the community. In the face of corporate globalization, when the gap between rich and poor has led to increased homelessness, joblessness, and environmental degradation, people are joining together at an unprecedented rate to form cooperatives for their own well-being. This course provides a brief overview of the history and theories of various forms of cooperative living; examines examples from the U.S. and internationally, with a special emphasis on co-ops operating in and around Chicago. This course also provides training in consensus decision-making and facilitating democratic participation to illustrate the joys and challenges cooperators face. Guest speakers include people involved in the building of the car cooperative (I-GO), housing cooperatives in Chicago, and local participation in food co-ops. Competencies: L-7, A-1-B, A-5, H-3-D, H-5. Faculty: Maureen Dolan

HC 289
PSYCHOLOGY FROM AN AFRICAN-CENTERED PERSPECTIVE
The field of psychology has a legacy of viewing people who are different from the Eurocentric white male norm, e.g. people of African descent, as deficient and/or deficit. What if the behavior, attitudes, and thoughts of African-Americans were viewed from their own cultural perspective? How would they be understood? This course will utilize an African-centered framework to examine salient themes in psychology---identity, development, education, and therapy/healing---as they pertain to African-Americans. Students will become familiar with this theoretical perspective and its historical and contemporary scholars. Guest lecturers, readings and discussions, in-class exercises, a collaborative and associated individual project, and a learning journal will comprise the learning experience. Competencies: A-3-E, H-1-F, H-3-A, H-3-B. Faculty: Derise E. Toller

HC 290
THE COURTS AND SOCIAL PROBLEMS
A social problem exists when organized society's ability to order relationship among people seems to be failing, along with its institutions and laws, and values and social expectations are not being transferred from one generation to the next. However, in our complex society, there exists a diversity of norms, values and behaviors that make a social problem, in effect, depend on one's perspective. Legal intervention usually puts an end to uncertainty by forcing citizens to comply with its mandates. As a result, we tend to use the legal system for not only enforcing criminal law but as a means to resolve social problems. This course will discuss issues of a quasi-legal nature that are referred for legal action. Pre-'99 Competencies: HC-5, HC-A. BA'99 Competencies: H-1-I, H-2-A. Faculty: Gregory Witkowski

HC 291
CRITICAL SOCIAL ISSUES
The social and psychological thought of Darwin, Spencer, Durkheim, Marx, Freud, J.S. Mill and others will provide both paradigms and perspectives for an analysis of selected social issues in American society. Class discussion, field interviews, and participant-observer investigation will serve as methods of social inquiry. Finally, contributions from specific social sciences (psychology, sociology, anthropology, and economics) will be used to amplify and explore causes, "proposed" solutions to race / class / gender issues, prejudice and discrimination, crime and violence, and "distributive economics" (welfare), poverty and homelessness. Pre-'99 Competencies: HC-4, HC-C, WW. BA'99 Competencies: H-3-A, H-3-B, F-X. Faculty: Larry Tice

HC 292
LANGUAGE AND LANDSCAPE
In this course we will investigate the significance of physical landscape to human imagination and language. It is frequently assumed that human minds somehow exist "above" the physical universe, but our perspective unifies the two. Through written course materials and assignments, some lecture and intensive classroom discussion, we will go beyond the dualism of classical philosophy to a more grounded view of cultural
creation, seeing art, myth, and survival itself as products of place. Students will work with the idea that cultural artifacts are communicating a relationship to the land, and our coursework helps us determine its precise nature. This is a five-week course. You can register for only one competence. Pre-'99 Competencies: HC-1, HC-F. Faculty: Corinne Benedetto

HC 293
LAW AND THE WORKPLACE
This course will examine the interrelationships between our economy, business and the practice of law. It will also examine contemporary legal issues in the world of work. Students will examine the structures of the legal community and the impact it has on how business is conducted, and on the economic system in which we live and work. Through readings, discussion, and group projects, students will investigate the interfaces of law, with an emphasis on torts and employment law, as well as current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to effecting change in their own working environments. Competencies: F-X, H-2-C, H-2-A, H-1-X. Faculty: Russell W. Hartigan

HC 294
GROWTH AND CHANGE IN THE FAMILY
GROWTH AND CHANGE IN THE FAMILY

HC 295
UNDERSTANDING THE "HUMAN" IN HUMAN RESOURCES
Human Resource professionals hold a diverse set of responsibilities, some of which are designed to respond to the human needs of employees. Addressing these in the context of the work environment requires an understanding of human behavior, insight into the effects of social issues on the workplace, knowledge of mechanisms and resources for problem resolution, and effective communication skills. Students will participate in group exercises and discussions designed to help develop and practice strategies for problem resolution based on increased self-awareness and empowerment. A primary textbook and related readings as well as two field assignments, self-reflective journaling, and a final integrative paper are required. Course assignments are designed to support integration and application of new skills and knowledge. Pre-1999 Competencies: HC-B, HC-U, WW. BA-1999 Competencies: H-3-D, H-3-G, F-X. Faculty: Carol Friedman

HC 296
LESSONS OF HISTORY
Does history ever repeat itself? What lessons has our past taught us in planning for the future? This course will focus on an examination of the social, economic, and environmental changes that occurred in America during selected decades of the 20th century. Students will compare and contrast the 1920s with 1960s and 1930s with 1950s looking for major events, trends, and policies that repeated themselves in the subsequent generation, as well as fundamental political and economic structures. Students will share their findings and learn techniques for integrating information to form a basis for rational forecasting of future trends. Pre-'99 Competencies: HC-2, HC-3, HC-E, HC-G. BA'99 Competencies: H, H-1-F, H-1-C, H-1-X. Faculty: Jo Ann Gesiakowska

HC 297
GLOBAL STUDY OF SEX AND OPPRESSION
This course is designed to expose the learner to the history, context and problems within the sex industry (prostitution, pornography, exotic dancing) as it exists throughout many countries of the world. Our foundation for discussion needs to be based in theory, of which we will discuss: functionalism, interactionism and conflict perspective and how each defines the sex industry. Next, we will explore the various definitions, levels of social acceptability (necessity) and the importance of laws that have defined this industry and our perceptions. Furthermore, we will discuss the religious, socio-cultural issues that allow for certain elements of sex work to flourish in places such as Bangkok, Thailand, the United States, and various parts of Europe. Also, we will discuss the legal acceptability of certain sex work activities within the countries discussed. Within our discussions / research of the sex industry, we will attempt to formulate answers to the controversial issue of legalization versus discrimination. Pre'99 Competencies: HC-3, HC-A, HC-P. BA'99 Competencies: A-3-C, H-1-C, H-2-A, H-2-E, H-5. Faculty: Elizabeth Beardmore.

HC 298
EAST AFRICA TRAVEL
This course will focus on listening to what people in Kenya and Tanzania have to say about their lives today. The two week trip will take students to Nairobi, capital of Kenya and home of many UN and non-governmental organizations, then to Mombasa on the coast, to experience a largely Muslim area. Finally, we will visit Arusha, Tanzania, a major safari center and the site of the UN's International Criminal Tribunal for
Rwanda. Students will meet people involved in social issues, women's issues, politics, development, religion, health care, and the environment, and also have many rich experiences of East African cultures and opportunities to view East African wildlife. There will also be several Chicago-based classes. Faculty: Michael Skelley and Anghesom Atsbaha.

HC 299
ASSESSING AND MANAGING CONFLICT
Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality, ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong. In this course, we will look at various methods for handling conflict and consider how we might apply them to personal, work, community and literary conflicts through lecture, small group work, role playing, reading, various written projects, and discussion. Competencies: H-3-D, F-X, L-7. Faculty: Staff

HC 311
HC9/INDEPENDENT STUDY: HUMAN COMMUNITY

HC 312
HC0/INDEPENDENT STUDY: HUMAN COMMUNITY

HC 313
IMPLEMENTING EFFECTIVE TRAINING IN ORGANIZATIONS
Everyone has had the delightful experience of learning by accident, of being surprised at insights and skills that emerge from experience. But accidental learning can be time-consuming and costly to organizations and individuals who have specific learning goals to meet. Engaging and effective learning in organizational settings is most often the product of systematic analysis and planning. This course will introduce a detailed protocol for designing training experiences in a variety of adult training settings. The five stage protocol (Analysis, Design, Development, Implementation, Evaluation) provides a context for students to address the following questions: Who is the audience and what is the training context? What is to be learned and why? What methods are best suited to the learning outcomes? What resources are available and appropriate to the learning outcomes and methods? At the end, students will be able to distinguish training design from development and implementation; describe characteristics of adult learners and their implications for training; define desired learning outcomes based on training context and audience; determine teaching / learning methods suited to particular training situations; and, identify and describe resources to support achieving learning outcomes. Students may register for only one competence. Pre-1999 Competencies: HC-F, WW. BA-1999 Competencies: F-X, H-2-X. Faculty: Noreen Powers

HC 314
AGE OF DICTATORS: TOTALITARIANISM IN THE INTER-WAR PERIOD
This course will examine the age of dictators in the inter-war period by focusing on the principal individuals, institutions and societies involved. Root causes of totalitarianism will be developed, as well as an understanding of its impact, effectiveness, and relationship to democratic societies. Students will be stimulated to contemplate ethical and religious aspects of the despots' rule, and will comprehend the period within the larger framework of 20th century history. Competences: H1F, H2G, A3C, A4 Faculty: Chuck DiCola

HC 315
RACE, PLACE AND SPACE: ENVIRONMENTAL JUSTICE IN THE TWENTIETH CENTURY
This course will provide a survey of historical and contemporary forces (social, cultural, technological, scientific and economic) which have led to the global emergence of environmental inequalities in societies during the last century. This course will also show how the environmental ethics of a society (national and international) as well as their notions of who belongs to the larger body politic have contributed to environmental inequalities in national and international geographic spaces. This course is an excellent elective for business, education, religion, sociology/anthropology and science/engineering focus area who seek to understand the foundations and ramifications of human ethics, values and culture on decisions and policies which impact the global environment (or ecosystems). Competencies: A3F, S3E, H4, H5 & FX. Faculty: Sylvia Hood Washington, MSE, Ph.D., ND

HC 316
CONTEMPORARY SOCIAL ISSUES
CONTEMPORARY SOCIAL ISSUES

HC 317
METHODS OF DISCIPLINE FOR TODAY'S CHILDREN
In today's world, a lack of discipline can cause children to become non-productive members of society. Raising children from a loving and caring perspective is more challenging than it seems to be in the past. The complexities of the world require different approaches to behavior modification. In their struggle with raising children, parents need to know a variety of methods and models that can be used to help children develop strong personal self-esteem and to learn that discipline is best when it is made from choices and personal decisions that the child can control. This course will help students compare two models of effective behavioral modification that can be used in the home to help parents in one of the most complicated aspects of child development. Students will be responsible for implementing strategies we discuss in class as well as finding other available methods. You can register for only one competence. Competencies: L7, A3G, A3X, H3D, FX. Faculty: Tranita Jackson

HC 318
FACING HISTORY AND OURSELVES
History often ignores the story of how the common person participated in its making in favor of the heroes and the outstanding individuals. The origins and evolution of the Third Reich offer a source for examining the subtleties and texture of change as well as the background which leads to the major events which mark our history. The lessons of this period address eternal questions of human behavior tendencies toward its culmination, the pressuring of peers, the need to belong, inhumanity. By using discussion, films, and readings, students will trace how individuals are shaped by social, political, and economic forces. Pre-'99 Competencies: HC-2, HC-C, HC-D. BA'99 Competencies: H-1-F, H-3-B, H-2-G. Faculty: Shelly Auslander

HC 319
ETHICAL CHOICES IN A GLOBAL COMMUNITY
This course will introduce ethical dilemmas which can only be resolved with an understanding of the many perspectives of the stakeholders. The reach of many current ethical issues—environmental degradation, economic inequality, racial and sexual oppression, the AIDS epidemic, famine, violence—is global. However, though the 21st century requires us to think globally, identity groups (based on culture, ethnicity, gender, power status, etc.) view the issues from dissimilar perspectives. As a result the answers to basic questions vary greatly, for example: How are the rights of the individual balanced against the good of the community? Do oppressed people deserve preferential treatment or is equality a greater good? Should immediate needs be sacrificed for long term goals? A discussion of different viewpoints expands our range of understanding of possible approaches to ethical issues that confront us as individuals, professionals, family members, community members, and world citizens. Dilemma paradigms and resolution principles will be explored suggesting frameworks for making choices. Students will work individually and in groups to explore a wide range of ethical dilemmas. Students will demonstrate mastery of the competencies with a portfolio and oral presentation of an investigation into an ethical dilemma with global ramifications. This project will require the student to examine the ethical issue from several perspectives, conduct research from a variety of sources, compare and analyze the results, and finally commit to a substantiated approach to the dilemma. Competencies: A-3-C, H-4, H-1-B. Faculty: Roberta Lieber

HC 320
THE POWER OF PERSUASION
This course is intended to provide students with a thorough understanding of how persuasion and persuasive techniques are used in the communication process of relationships, in the family, and in the world of work. Students will study the art of persuasion by analyzing the text of selected American figures and their speeches, and learn to recognize the skill sets of sending and receiving persuasive messages. Moreover, students will study the approaches, ethics, and symbols of persuasion, by exploring the great speakers and what they were trying to accomplish through language, culture, power, and knowledge. Studying the texts will also strengthen and empower the student's strategic approaches to persuasion, both verbal and nonverbal. Competencies: H-3-D, H-3-E, F-X. Faculty: Jay Kurtz

HC 321
THE CONTEMPORARY AMERICAN FAMILY: UNRAVELING THE MYTH
This course examines the societal forces shaping aspects of stable and changing family relations; both nuclear and constructed in the United States, focusing on social-structural factors affecting union formation and dissolution (traditional marriage, the gay marriage debate, cohabitation, and divorce); parenting; traditional and "queer", the gendered division of paid work, caring work, responsibility and authority; and the role of the state in supporting families. To better appreciate the depth of contemporary changes in U.S. families, we will begin the semester with an examination of colonial and 19th-century American family life.
We will pay particular attention to diverse patterns of family structure and family relationships by social class, race-ethnicity, age, gender and sexuality. We will engage with these topics in a variety of ways, including student presentations, lectures and class discussion, readings, and in-class videos. Competencies: A3G, H2X, H3X, H4, FX. Faculty: Kevin Brandyon Quinn

HC 322
HUMAN SEXUALITY
Institutions such as, but not limited to the State, the Courts, Religion, Marriage and Family, the military and the industrial complex (es) have used and oftentimes misappropriated human sexuality as a means of hegemony, power and control. With the use of texts, articles, film and discussion and perhaps brief lecture, this course will present variant sexualities while deconstructing and demystifying many of the long-held traditional values, ideals and customs that many in society accept as the norm. Competencies Offered: A3A, H2X, H3X, H4, FX. Faculty: Kevin Brandyon Quinn

HC 323
THE POLITICAL ECONOMY OF THE GLOBAL VILLAGE
The concentration of great wealth in some countries and grinding poverty in others may be the biggest challenge facing humanity in the new century. This course will explore issues of global inequality by comparing the political and economic systems in the US, Europe, and low-income countries. Our discussions will center on the history and culture of these nations to provide a framework for understanding differences in the way each has developed technologically and socially. Theories on politics, economic programs and foreign investment will be analyzed for insights on the paths taken by successful nations and barriers facing others. Pre-‘99 Competencies: HC-1, HC-3, HC-X, WW. BA’99 Competencies: H-1-C, H-1-E, H-5, F-X. Faculty: Kimberly Richardson

HC 324
DEVELOPING VIRTUAL COMMUNITY
This is a one competence course designed to engage information placed on or derived from the World Wide Web from the perspectives of a variety of ethical and legal frameworks. The issues of access and expression within the context of a free society will be considered from a variety of perspectives, e.g., the religious right, the ACLU, ordinary parents, workers in a corporate world, as citizens of the United States, as members of a global society, etc. The course will not so much focus on the answers as it will raise the questions and acknowledge the tensions. A variety of source materials will be used, especially the Internet. Students should have some knowledge of navigating the World Wide Web since this class is NOT designed to provide basic skills for using the Internet. Students may register for ONE of the following: Pre-‘99 Competencies: AL-F, WW. BA'99 Competencies: S-3-F, A-3-X. Faculty: John Willets

HC 325
CITY HALLS, MALLS, AND THE MEDIA
Decisions are made about the communities in which we live and work on a daily basis. Understanding how these decisions are made can empower citizens to make a difference in their everyday lives. This course will analyze the relationships among government, the media and the business community in the decision-making process. First hand information will be provided through interaction with elected officials in visits to Chicago and suburban council meetings. Competencies: H1C, H4, H2C, S3X. Faculty: Mark Enenbach

HC 326
CONTEMPORARY NATIVE AMERICAN ISSUES
Native Americans are part of our history and heritage, yet many Americans have little knowledge beyond stereotypes. While invisible to the mainstream, Native American cultures are surviving, striving, and in some cases, thriving as we enter the new millennium. This course will explore the complex issues facing Native Americans today through discussion, film, readings, and Native American news media to enable students to gain a cross-cultural perspective. Students will choose an area of focus on this subject and conduct independent research to present to their classmates. Pre-1999 competencies: HC-1, HC-G, PW-B, AL-P. BA-1999 competencies: H-4, H-1-E, S-3-X, A-3-C. Faculty: Arieahn Matamonasa

HC 327
EXPERIENTIAL PSYCHOLOGY: RELATIONSHIPS BETWEEN THINKING AND FEELING
Personality, temperament and past experiences all contribute to the way we relate to ourselves and to the world around us. In order to experience life more fully, to manage relationships and make life decisions, we need to be aware of how these influences have affected us, then develop new options for living. Students will become familiar with liberation psychology, which integrates principles and strategies from several schools of traditional psychological thought. Emphasis is on acquiring tools for creating an identity and understanding the context from which these tools were developed. Education methods will include group interaction and
experiential exercises to guide participants in developing deeper self-awareness, acceptance of self and others. Self-disclosure by participants will be welcome, but is not required for a successful learning experience. Pre-'99 Competencies: HC-4, HC-T, AL-D. BA'99 Competencies: H-3-A, H-3-C, H-3-F. Faculty: Peggy St. John

HC 328
GENDER ROLES AND COMMUNICATION STYLES
This course will bring together students and guest speakers to look at how gender-related communication has definite historical antecedents and consequences; demonstrating how past events influence present ones. One such event is the new emergence of political demands by previously silenced gender-related groups. Although our contemporary society has in its literature the varied narratives of individuals struggling for gender-related dignity and freedom, this course will critically assess these narratives from the various perspectives of its participating students. In addition, students will use their own cultural-group experiences (where cultures have distinct beliefs, traditions, attitudes, and general way of normalizing the way one should live) to demonstrate how gender roles were socially learned and socially enforced, and became a potential guide for the behavior of its members. However, societies are not static, and today gender-related groups are asking for greater individual liberty and societal rewards than before. These changes may be related to the following questions: what other social issues does gender communication intersect (e.g., race, ethnicity, nationality, class, age, sex, religion); why were various forms of gender communication more successfully silenced by society in the past; what moral or ethical considerations does gender communication raise; and should/should not a democratic society recognize these demands? Those who register for the H-2-H/HC-R competence will have the opportunity to examine the ways race, gender, and class influence the communication styles of others. Service learners will reflect on how their personal experiences differ from or resonates with those they encounter in their service work. Students will also be able to apply course readings and topics to their own personal growth and service experience. Pre-1999 Competencies: AL-P, HC-C, HC-G, HC-J, HC-R. BA-1999 Competencies: A-3-C, H, H-1-A, H-2-H, H-3-B. Faculty: Keith Armstrong

HC 329
MALE IDENTITY IN TRANSITION
This course, open to men and women, examines issues of gender with a focus on male identity. You will examine your own perspectives, attitudes, and experiences in light of psychosocial development theory, media influences, power struggles among social groups, and relationship issues in an effort to gain a greater understanding of factors that influence male identity in today's society. The course is offered in a hybrid format, meeting every other week and interacting in an online course discussion between meetings. Projects to demonstrate competence will relate gender issues in power relations in the US, the impact of media, adult development and the workplace. Competences: H2G, H3C, H4, FX.

HC 330
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. Competences: A-3-D, F-X, H-3-A, S-3-B. Faculty: William Henning

HC 331
THE JOURNEY FROM MONEY TO PROFITS
If asked, most people would correctly describe our economic system as "money-based", but few people fully understand the dynamic interplay among the various "partners." Buyers and sellers, dealers and investors hold pivotal roles, but other critically important players include the Federal Reserve Board, U.S. Treasury, Congress, and the banking system. Not only is the banking system the producer of the money supply of this nation, its actions (including those of the Federal Reserve System as the central bank) influence the level of interest rates, the level of prices, and even the relative scarcity of every commodity. And then the impact of the rest of the world must be considered. Once we have ascertained the roles and impacts of the players, we will determine how individuals, families, and communities use that information to establish and revise their own financial plans. Pre-'99 Competencies: HC-3, HC-F, WW. BA'99 Competencies: F-X, H-1-C, H-2-X. Faculty: Nancy Singer

HC 332
CHANGING RELATIONS IN U.S. COMMUNITIES
During the past decade, the United States has experienced a large influx of a variety of immigrant groups.
This course examines relations of established residents and new immigrants such as Koreans, Latinos, West Indians, and recent Polish immigrants as well as other groups. In an already heterogeneous society such as the United States, how are new immigrants incorporated into our political, economic, and educational institutions? What impact do new immigrants have on old established communities and their residents? What are the resulting community characteristics from interaction of the new and the old? A comprehensive understanding of changing U.S. communities is imperative to a more precise definition of the "American" identity and ourselves as a nation. This course draws heavily on students' observations as well as on the scholarly literature. At appropriate points in the course, videos, short stories and field trips will serve as a source for understanding the experiences of various immigrant groups and their relations with other ethnics. Students demonstrate competence through participation in class discussions and activities, as well as by writing short essays. Pre-'99 Competencies: HC-1, HC-2, HC-C, HC-G. BA'99 Competencies: H-5, H-1-E, H-1-F, H-1-B. Faculty: Marisa Alicea

HC 333
MODERN CHINESE CULTURE
China's national admiration for its antiquity is similar to America's zeal for its future. The Chinese go back to its past masters of ideas for insight on the modern world. In this course, we will explore Chinese ideas of humanity, society, and religion by examining three major schools of thought: Confucianism, Taoism and Buddhism. We will try, as the Chinese saying goes, "to see the entire leopard through looking at one of its spots." Translated Chinese texts, brief lectures, student presentations, debates, Chinese music, films, food, Chinese paintings and calligraphy, and discussions will be used to formulate and compare American and Chinese civilization. Competencies: H-1-F, H-1-E, A-3-E, H-5, F-X. Faculty: Joseph Liang

HC 334
REMAKING THE AMERICAN HEALTH CARE SYSTEM
Americans continue to identify health care as one of the nation's most critical issues. The United States spends more on health care than any other nation, yet 41 million Americans are without health insurance, and employee health care benefits reflect reductions as employers struggle with rising health care premiums. This online course addresses five major questions: "What should a nation's health care system accomplish?" "How does health care work in America?" "Just how healthy is America's health care system?" "How does the American health care system compare to other nations' health care systems?" Focusing on one key health care issue and ways to improve it, how can we chart a new course for health care in America? Competences: H1H, H1I, A3X, S3D, FX. Faculty: Kathleen Goryl

HC 335
COMPARATIVE METROPOLITAN SYSTEMS
Chicago is a great sports town to be sure, with the Sox, Cubs, Bulls, Bears, Blackhawks, Power, college basketball and all the rest. But the greatest "sport" in Chicago may be its politics. This course will analyze the relationship between politics and government in the Chicago metropolitan area. The significance of the media in formulating public opinion and its impact upon who is elected and how they govern will be evaluated. Students will explore the importance of technology and how technical needs are helping to determine the shape of metropolitan economic development. Students will analyze and evaluate the inter-relationship among politics, governmental forms, public policy, decision making, and interest groups. Through lecture-discussions and readings, students will learn various theoretical and public policy approaches for explaining the nature of urban politics in the United States. Films and guest panelists will bring first-hand knowledge of the subject in terms of their applicability to Chicago, its suburbs, and neighboring towns, through individualized field research.

HC 336
ORGANIZATIONAL COMMUNICATION
Developing communication skills and understanding the communication process of our organizations can have a direct impact on our ability to contribute positively to them. Just as important, these skills help people empower themselves. Communication plays a key role in the way we visualize ourselves as parts of an interconnected web. Quality dialogue, which is marked by a respect for and tolerance of others, is the key to building a true community within the working world. This course is intended to provide a beginning understanding of organizational communication by exploring the concepts and theories that link it with it's 'real world' applications of power and control, human relations, corporate culture, and information technologies. In achieving these goals and objectives, students will submit a position paper on organizational communication. In addition, students will complete a take-home midterm exam and complete a final project. Competencies: H-2-D, F-X, L-7. Faculty: Jay Kurtz

HC 337
NATIVE AMERICAN FEMININE TRADITIONS
This class explores the traditions of women from Native American Culture, both historically and in the present. Students will compare the social, economic, and societal roles of Native women to women from other cultures, as well as, the impact of religious beliefs on these roles. Pre-1999 competencies: AL-O, HC-C, HC-F. BA-1999 Competencies: A-3-B, H-3-B, HC-X. Faculty: Arieahn Matamonasa

HC 338
EXTERNSHIP/SERVICE LEARNING: THE OTHER SIDE OF THE RIVER
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. 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.

HC 339
DEVELOPING INTERCULTURAL PERSPECTIVE
The purpose of this course is to provide students with the knowledge/skills necessary to promote successful (and mindful) intercultural interaction. By exploring the everyday challenges that surface--in the workplace, classroom, home, and community--when differing worldviews collide, students will learn to recognize the profound impact that values, attitudes, and behaviors have on cultural understanding. Course modules are sequenced to move students along a developmental continuum. Modules include: Cultural values and assumptions; Cultural marginality; Styles of communication; Understanding U.S. American cultural characteristics; and, Effective intercultural interaction for intercultural competence. Learning strategies allow students to explore their own (and others') underlying assumptions/experiences around cultural difference. Activities include: experiential learning opportunities that speak to cultural issues/concerns students are currently facing; self-reflection/assessment by way of critical reflection papers; interactive discussions (in large/small groups) based on assigned readings; readers' theatre (*); and a collaborative (small-group) book review/presentation (See "Assignments" for a description). (*) Readers' theatre is an interactive exercise that involves both readers and listeners. The script, based on current intercultural research, provides insight into the experiences and perceptions of others around cultural difference. The purpose is to create a culturally-respectful environment for students to co-create meaning through shared perspectives, critical questioning, and meaningful discussion. Competences: H1X, H3H, H3I, FX. Faculty: Charlene Blockinger

HC 340
UNITING STATES OF EUROPE
This course will cover European 20th century political, social and economic events. The class will begin with the fragmented state of Europe prior to World War I, move through the economic problems that gave rise to Hitler and Mussolini and conclude with the fall of Communism and expansion of the European Community at the end of the century. Students will view films, hear guest speakers from various European countries and select one nation to research in depth. Lectures and readings will supplement the student's methods of learning about the subject. Competences: H-1-F, H-1-C, H-1-B, H-5, F-X. Faculty: Jo Ann Gesiakowska

HC 341
SHAPING HUMAN BEHAVIOR
This course introduces students to concepts of behavior modification and Cognitive Psychology and offers students the knowledge of how to creatively shape themselves and others in a more positive and systematic way. Through assigned readings, classroom activities, and group discussion, students will examine the concepts of behavior modification and Cognitive Psychology. Students will then design a program for behavioral change which addresses a personal, community or workplace topic approved by the instructor for one chosen competence. The second competence will be fulfilled through a series of small assignments. For more information see the course website at: http://www.depaul.edu/kskorupa/shaping/course.html Pre-'99 Competencies: HC-4, HC-5, HC-F, WW. BA'99 Competencies: H-3-A, H-1-I, H-3-X, F-X. Faculty: Kenn Skorupa

HC 342
THE HISTORY OF THE BLACK CONTINENT: AN AFRICAN PERSPECTIVE
This course will explore the people, places and politics of the world's second largest continent, Africa. We will trace ancient civilizations, dark ages of slavery, colonialism, and national liberation movements with the intention of obtaining clear, objective information on current African experience, and a critical reexamination of the history of African society, culture and identity. We will use selected readings, slides, film, and video. Students will engage in a discussion of major current events on the continent, and will select a topic and
Students will engage in a discussion of major current events on the continent, and will select a topic and research its relevance to an individual African country as the major learning project. Pre-1999 Competencies: HC-1, HC-2, HC-3, PW-D. BA-1999 Competencies: H-1-C, H-1-E, H-1-F, S-2-D. Faculty: Anghesom Atsbaha

HC 343
THINKING STRATEGICALLY AT THE WORKPLACE
This course examines the connection between strategic management, marketing and accounting. It requires research and case/report writing and the ability to integrate and apply material from the text to analyze and resolve complex business problems. Our study introduces the student to the ways in which organizations must deal with the range of difficulties and constraints in its operating environment, including targeting appropriate and available resources. Through the use of a computer simulation game, teams of students will run a company in a competitive market context. Pre-1999 Competencies: HC-5, HC-O, WW. BA-1999 Competencies: F-X, HC-2, HC-D, S-5. Faculty: Tom Strzycki

HC 344
INTERNATIONAL RELATIONS: A CROSS-CULTURAL PERSPECTIVE
In this course, students will examine how 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 is organized into three parts: an examination of American cultural patterns; an examination of cultural influences on human thought processes; and an examination of the cultural dimension of international negotiation through a comparison of Asian, European, Central American and the U.S. methods of reaching agreements.

HC 345
REVELATIONS: BLACK CHRISTIANITY IN AMERICA
The cultural heritages and socioeconomic situations of African-Americans have given a distinctive character to Black Churches in America. This course will survey the African roots of African-American religious values and their development and expression in American society. We will explore the prophetic vision of some key African-American religious leaders. And we will investigate how Black Churches interpret the individual and social implications of their faith commitments today. The course will explore the role of the Black church as an educational and social institution which impacts leadership and community development in the African American community. We will also look at the Black church's role in challenging or supporting the religious and social values of all Americans. Pre-1999 Competencies: HC-2, HC-C, HC-G, AL-N, AL-R. BA-1999 Competencies: H-4, H-1-F, H-3-B, A-3-A, A-3-G Faculty: Cynthia Milsap, Michael Skelley.

HC 346
MEDIATING THROUGH THE SYSTEM
This course will examine the nature of conflict and the ways people tend to respond to it, both in formal and informal mediation settings. Students will explore the role and impact of the legal system on mediation processes and the various avenues for mediation within the legal system. Emphasis will be on the development of communication skills and techniques and how they may be applied in various settings to help individuals achieve their own objectives within organizational contexts. Students will participate in a number of exercises and simulations to develop, assess, and refine their skills as mediators. Pre-'99 Competencies: HC-A, HC-B, WW. BA’99 Competencies: H-2-A, H-3-D, F-X. Faculty: Brigitte Schmidt Bell

HC 347
ECONOMIC ISSUES FOR NON-ECONOMISTS
Theoretical concepts have consequences- Keynes noted that "every businessman is the slave of some defunct economist." For instance, a very abstract idea like that of a so-called "efficient market" actually may come into real life because of Web commerce. If so, one possible consequence is that Amazon.com will never- ever- make a profit as a bookseller. We will explore why that might be the case. Again, is there such a thing as a "free market", in practice as well in theory? What would it look like? Economic decisions being made now on seemingly abstruse matters such as these will have profound effects on the balance of your work career and life. To explore these and other significant economic matters, we will read a number of non-technical books on economic theory and practice which have, during the last 50 years, shaped the issues central to our activities in our careers and as citizens. The main concern of the instructor is to approach economics in the light of the subtitle of Schumacher's Small is Beautiful: Economics as if People Mattered. Pre-'99 Competencies: AL-5, HC-3, HC-A. BA’99 Competencies: A-3-E, H-1-C, H-2-A. Faculty: Harvey T. Lyon

HC 348
TRAVEL COURSE TO EUROPE: THE HOLOCAUST
The course provides an integrative approach to studying the Holocaust. Through history, literature, film, conversations with Holocaust survivors and a field trip, students will explore and assess the enduring meaning of the Holocaust for the human community. The course is designed for individuals who already have
a basic knowledge about the Holocaust and an ongoing interest in it. Students will tour Anne Frank's House in Amsterdam, historic sites such as the remains of the Warsaw Ghetto, the former Jewish quarter of Krakow, one of the most sadistic concentration camps in Majdanek, the Auschwitz/Birkenau Death Camp, and the Jewish Museum in Berlin. The course meets five Thursdays at the Loop campus. Travel is planned for Oct. 18 - 27. Estimated expenses of $2,500 include round trip airfare, hotels, breakfasts, sightseeing and administrative costs. Tuition is extra. Space is limited. See also http://condor.depaul.edu/~hbrusek/HolocaustTrip.html Contact Helen Brusek to register (312/362-5508; hbrusek@depaul.edu) or speak with faculty: Dr. Miriam Ben-Yoseph (312/362-6560; mben@depaul.edu) or Ambassador John F. Kordek (312/362-5652; jkordek@depaul.edu). BA-1999 Competencies: L7, L10,11, H5, E1, E2. Pre-1999 Competencies: LL7, ALS, HCH, HCX, AL9,10, PW9,10, HC9,10

HC 349
PHILANTHROPY AND SOCIAL CHANGE
Most of us have at one time or another had a great idea for a project or program and thought, "I wonder if I could get a grant to do it!" If you are someone who would like to make it past the "great idea" stage and put their money where you mouth is, this is a course for you. This course is also a must for anyone in or with the non-profit sector: volunteers, board members, and non-profit employees. Students will learn how to identify community and individual needs, how to design programs to create desired changes, and how to assess the impact of those programs on the community. In addition, students will explore the relationship between the non-profit sector and funding sources and the process by which funding may be obtained for community change projects. The structure of non-profit organizations will be discussed, including the role of the board of directors, fiscal and community responsibility, administration of volunteers, marketing and special events.

HC 350
H90/CAPSTONE SEMINAR: HUMAN COMMUNITY
Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Pre-99 students will address one set of capstone competencies of their choice (HC-9, HC-10; PW-9, PW-10; or AL-9, AL-10). BA-99 students may address the Advanced Electives (E-1, E-2). Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. * Successful completion of Major Seminar or Research Seminar is required to register.

HC 351
HCF/SOCIAL SCIENCE
HCF/SOCIAL SCIENCE

HC 352
MOTIVATION
This course will look at motivation from the individual's perspective, using the discipline of Organizational Behavior (OB) as a basis for study. OB is the examination of human behavior within a setting and draws on psychology, sociology, and anthropology. Exercises, readings, and lectures will help compare theory with the reality of perceptions, values, learning capacities, and actions of groups and individuals.

HC 353
ORGANIZATIONAL THEORY AND CHANGE MANAGEMENT STRATEGIES
Change is a constant within modern business organizations. This course will explore organizational structures from the following perspectives: organizational theory and management practice, culture, goals and objectives, business ethics, global dimensions and strategies, technology, governance and control, change management competencies, the formation of action plans, leadership principles, and communications. High performance organizations effectively integrate these elements to create new and innovative approaches to maximize performance. Problem-solving and decision-making processes within organizations will also be explored from a strategic perspective. Competences: H2C, H2D, H2X, FX. Faculty: Thomas Bottum

HC 354
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. Pre-1999 Competencies: HC-B, HC-3, WW. BA-1999 Competencies: H-3-D, H-1-C, F-X. Faculty: Phillipe Weiss.

HC 355
COMMUNICATIONS TECHNOLOGY IN PEOPLE MANAGEMENT
The approach of American business on human resource management (HRM) has been dramatically affected by the information age. This course explores the dramatic change that has occurred in the way people communicate and manage in today's workplace. While focusing on HRM as the framework, we will take a practical look at the progression from a 'paper and pencil' workplace to one in which email and the internet are a regular part of our day. Particular attention will be focused on the use of the internet in human resources, the relationship between the changing social paradigm and the world of work, and the impact of this change on society. We will also study social institutions as employers and the contrast with the private sector employer. Through work in a small learning team, group dynamics and individual behavior styles will be explored and analyzed. Note: Internet access is required prior to the beginning of class. Pre-'99 Competencies: HC-5, HC-O, PW-B, WW. BA'99 Competencies: F-X, H-2-C, H-2-D, S-3-A. Faculty: Brent J. Malleck

HC 356
LEADERSHIP: LESSONS FROM AMERICAN PRESIDENTS

HC 357
THE FUTURE OF RACE
Race is often misrepresented; being only defined in biological terms. The social, ethical, political, financial and institutional implications of race are rarely infused into the definition or examined as the evolving and reciprocal process it is. Further, the impact of these implications on our educational system, media, laws, judicial system, economical systems, family values and personal bias development can go chiefly undetected without a heightened awareness of various roles in the change process. This course will explore the historical and contemporary definitions of race. We will examine the social, ethical and political implications of race on various groups including: African-Americans, Asian-Americans, European-Americans, Latino-Americans, and Native Americans. The class participants will utilize information gathered in the class to develop their own forecast of the future of race. Competences: A4, H-2-A, H-2-G, H-3-B. Faculty: Donna Steele

HC 358
PUBLIC SPEAKING AND PRESENTATION SKILLS FOR THE WORKPLACE
Speaking in public remains on the top ten list of "worst fears". This course is designed to give students an opportunity to move through these fears and build their skills as speakers in various settings. Through exercises and presentations students will build their skills in formal and informal speech. Students will prepare a variety of presentations, including impromptu, persuasive, informative, and motivational. Through class feedback, students will build their presentation skills and organizational techniques, topic development, delivery, and use of visuals. Students will videotape their progress. Students will discover that the way they present themselves often means the difference between inspiring confidence or apathy. Students will also review the historical and contemporary work of effective speakers. Competences: H-2-X, F-X, H-3-E. Faculty: Don McKay

HC 359
ISSUES OF INEQUALITY AND POWER IN 20TH CENTURY AMERICA
This course will review the issues of power relations and inequality as they have impacted the lives of Mexican-American and African-American women in two different sections of the United States. We will present a different view of how these cultures have adjusted and struggled with an "unequal" and often "unjust" America through a telling of their stories, along with reviewing arguments about racial and gender inequality. We will use short stories, articles and short documentaries to supplement the two main texts to showcase different views in order to gain both a basic understanding of the issues as well as import personal experience in oral and written assignments. Pre-1999 Competencies: HC-2, HC-C, HC-G. BA-1999 Competencies: H-4, H-1-B, H-1-F. Faculty: Nancy Davis

HC 360
SPORT AND SOCIETY
Few other issues impact social strata to the degree of sports and competition. What is in question, however, is the value this impact has upon an individual, family, school, community, and country. In this course, we will study many of the major issues and controversies surrounding the impact of sports upon society. We will examine the role of various sports programs, the emphasis on winning and losing, ethics and integrity, the role of coaches, parents, and the media. Students will enhance their understanding of the role of sport in society through the examination of these issues and controversies. Pre-1999 Competencies: HC-A, HC-D, AL-4. BA-1999 Competencies: H-2-A, H-2-G, A-3-D. Faculty: James Bloch.
INTERNATIONAL CONFLICT RESOLUTION AND THE MEDIA: A SIMULATION APPROACH
This course will focus on conflict regions and explore the extent to which the international media and worldwide political events impact upon one another. Students will examine both printed and televised news reports, as well as recent political events to acquire insight into the historical and strategic dimensions of a number of disputes. An international conflict simulation, involving student participation, should further enable class members to read between the lines and beyond the rhetoric when approaching a news story or press release dealing with the conflict areas as well as to develop negotiating strategies and processes. Pre-'99 Competencies: HC-3, HC-B, HC-D. BA'99 Competencies: H-1-C, H-3-D, H-2-G. Faculty: Phillipe Weiss

POVERTY, POLICY AND THE ECONOMY: POOR IN THE USA
This course will explore the history of efforts to help the poor in the United States. The impact of the economy and foreign policy upon support for government funded programs to assist low income persons will be evaluated. Students will engage in first hand learning by researching resources available to help those in need. Competencies: H1X, H2X, A-4. Faculty: Mark Enenbach

URBANIZATION: CHICAGO AND THE DYNAMICS OF REGIONAL DEVELOPMENT
Chicago faces enormous challenges in promoting economic stability and presenting the health and safety of residents. This course will examine these issues using theories of urban development to understand the historical, economic, social, and political forces which have transformed the greater Chicago region. In addition, information about the development of the Chicago area will be compared to research about cities elsewhere. Issues to be examined will include economic growth, community formation, demographic change, and the role of social institution. Strategies for addressing crime, health, and poverty will be analyzed. This semester-long course will be organized into discrete units to focus on different aspects of urban development and the specific forms it has taken in Chicago. The class will feature an interactive learning strategy. Students will address these issues in class through small group work, presentations, other in-class exercises and discussions lead by an instructor.

JAZZ AND CHICAGO
This short course will introduce the student to the pleasures and enrichment of jazz. Students will learn what jazz is, learn about its fascinating history and some of its most influential players, and learn about the special role that Chicago has played—and still does play—in great jazz. In the classroom we’ll hear records, view videos, engage the instructor in question-and-answer sessions, and hear stories about this unique musical art form and Chicago's ongoing role in it. The instructor, a jazz writer and longtime jazz drummer, will enliven the course with personal anecdotes covering a considerable part of Chicago jazz history. Class will meet four times in the classroom and once at a top, no-smoking jazz club for a live performance. Competencies: H1X, A1A, A1C. Faculty: Joe Cunniff

CINEMA OF PEACE: FILM AS A CREATIVE POLITICAL MEDIUM
Hollywood has made a highly profitable business by nurturing the notion of film as a form of mass entertainment, one that serves the needs of the American public in specific ways. As we move beyond Hollywood to explore cinemas around the globe (as well as independent cinemas within the United States), however, we become aware of many other ways that cinema can help us to make sense of our world and our experience of it. This course explores one of these "alternative" strategies of cinema, by focusing upon narrative films in countries whose governments previously suppressed or severely regulated the freedom of expression of their filmmakers, but which have recently seen this freedom restored. By examining these films in a global context, we will seek to appreciate how filmmakers create films to confront both their national and personal history. Ultimately, the course will explore how we can enrich our understanding of our own histories through the medium of cinema. The course features weekly in-class screenings of feature films from challenging and internationally celebrated filmmakers of Taiwan, Iran, the United States, and other nations. We will use these films and related readings as the basis for our discussion. Students will write critical essays as well as reflective pieces. Please note that the course meets from 6:00 to 9:30 p.m. each week. Competencies: A-1-X, A-5, H-1-X, H-4, H-5. Faculty: Michael DeAngelis

MANAGING INTERPERSONAL CONFLICT
Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality,
ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal
determinations of right and wrong. In this course, we will look at various methods for handling conflict and
consider how we might apply them to personal, work, community and literary conflicts through lecture, small
group work, role playing, reading, various written projects, and discussion. Pre-1999 Competencies: HC-B, HC-
H, WW. BA-1999 Competencies: H-3-D, L-8, F-X Faculty: Lynn Holaday

HC 368
MULTICULTURAL LEADERSHIP
America's diverse cultures have always had a powerful influence on concepts of social, political and spiritual
leadership, including the form of democracy in the United States. Multicultural perspectives contribute
significant value for today's global society and modern organizations. Aspiring leaders will draw inspiration
found within various cultural communities past and present, and develop greater awareness, knowledge and
skills to become better leaders of others and themselves. This course provides a critical analysis of traditional
leadership concepts contrasted with the definitions and practical application of leadership in the context of
cultural values, attitudes, ideologies and worldviews. It examines such ideas as principle-centered leadership,
peacemaking as conflict resolution, restorative justice, care ethics, power and tradition in relation for today's
issues of identity, sovereignty, and economic development. The multicultural voice is considered for its
potential to positively transform modern global relationships, spiritually, socially, politically and
economically. Competences: H2X, H4, FX, A3X, H5. Faculty: James Mannion

HC 369
AFRICA: A CHANGING CONTINENT
This course deals with Africa's socio-economic and political transformation with a focus on the changes and
challenges of this decade. Students will participate in group projects around current problems and issues in
sub-Saharan Africa. Students will individually study a particular country and design a strategic plan for
political stability, peace and economic recovery. Guest speakers, films and readings will enliven class
discussions about the significance of Africa's continental change. * Completion of "A History of the Black
Continent" or other prior African history college courses or adequate background on the subject is required
prior to registration. For more information, contact the instructor at (773) 907-4373. Competencies: E-1, E-2.
Faculty: Anghesom Atsbaha

HC 370
AFRICAN SPIRITUALITY AND EDUCATION
The course involves an in-depth study of indigenous African educational practices and the spiritual values that
support them. Indigenous Africans understand and live life as one whole, rather than see it as a
compartmentalized experience of religion, spirituality, politics, economics, etc. Using Nelson Mandela's
autobiography "A Long Walk to Freedom" and the instructor's book, "The Heartbeat of Indigenous Africa", the
course will invite students to remember, reclaim, and re-tell their own stories of childhood experiences,
educational experience, and life experience. Class work will include discussion, active story-telling and
listening, projects, and writing. Out-of-class-work will include talking with and listening to selected elders,
like: storytellers, parents, grandparents, formators, counselors and others, in order to disclose and identify
fundamental human virtues/values that are inherent in any holistic human formation process. Competencies:
H-5, A-1-H, A-3-B. Faculty: Raymond Mosha

HC 371
ART IN EVERYDAY THINGS: BOOKS AND PAPER-MAKING
Learners in this experience will learn the history of and participate in the ancient art of papermaking.
Students will also study the history of books and their impact on the development of societies in the ancient
world. Where would we be without paper and books? Would we have developed computers if we had not
developed alphabets? What purposes are served by writing things down? Why was writing necessary? What
did it replace? In our culture, the visual arts have been forcibly removed from the public domain. We can find
art if we go to the museum, or if we frequent the galleries. Viewing works of art can be awkward and
troublesome. Why is this necessary? In other, less segmented cultures than our own, every citizen
participates in the production of works of art. In some places, art and citizenship are inescapably
intertwined. Must art be exclusive and exclusionary? In this course, students will dissect these issues, will
consider the opinions of the experts, and will write their own definitions of art and craft. Students will also
experience the creative drive themselves through the production of paper. This will be, necessarily, an
experiential process. Students should prepare by wearing old clothes to class and should expect to get wet.
This course will meet for four introductory lectures, followed by independent meetings with the teacher for the
production of the artwork and individual research projects. Competences: A1X, A2X, H1X, A5. Faculty: Betta
LoSardo

HC 372
ANALYZING MAJOR SOCIAL MOVEMENTS
This course examines the similarities and differences in social movements as they relate to race, gender and sexual orientation by analyzing the African American Civil Rights Movement, the Women's Movement, and the LGBT Movement. In addition to focusing on aspects of power and justice the course will address themes that are applicable to a majority of movements and political organizations globally throughout history. These themes include but are not limited to: assimilation versus separation, exclusivity versus inclusivity, gradual change versus radical change, working within the system versus creating an alternate system and social versus institutional change. By examining movements that focus on three extremely diverse forms of oppression students will be able to develop an understanding of how race, gender, and sexual orientation impact an individual's identity and how that relates to community. Students will undergo a journey of self-identification, as they understand the personal, the collective and the cultural impact of social movements. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, guest speakers, videos and discussion to their own personal experience. Competences: A3A, H1B, H3B, H4, FX. Faculty: Elizabeth Lindsay.

HC 373
THE HISTORY OF AMERICAN LABOR AND BUSINESS
This course will explore organized labor's relation to workers, business, and society by focusing on the role organized labor has played in the workplace and upon business practices, as well as in social reform and in the political process. Pre-1999 Competencies: WW, HC-C, PW-B. BA-1999 Competencies: F-X, H-1-B, S-3-X. Faculty: Paul Street

HC 374
WAR AND THE INDIVIDUAL: WORLD WAR I AND VIETNAM
As we reflect on the century which is drawing to a close, we recognize that human conflict has been a tragic constant of the age. Civil wars, revolutions, passive resistance, territorial aggressions, and genocide have marked this century as no other and have raised questions about the nature of human existence. Great novelists, poets, painters, journalists, photographers, and filmmakers have labored to portray what war means--to those individuals who fight, to those who watch, and to those who are caught in its web. This course will focus on the voices of participants of two major military episodes of the century-World War I and Vietnam. We will read selections of stories, novels, journals, and poems written during the early days of a war and then consider how the authors' views change as their experience of war continues. Then we will think about whether the experience and views of the participants in two seemingly different conflicts have anything in common. Finally, we will note the distinctiveness of individual voices in individual roles-the professional soldier, the draftee, the nurse, the journalist, the bereaved sister, the surviving officer. You can register for only one competence as this is a five week course. Pre-1999 Competencies: AL-1, AL-C. BA-1999 Competencies: A-1-A, A-1-D. Faculty: Susanne Dumbleton

HC 375
UNDERSTANDING ECONOMIC SYSTEMS
This course will focus on basic economic concepts; especially those relevant to the operation of labor markets and their application to real world behavior and situations. Students will be exposed to such topics as the cost and benefits of doing business in union and union-free environments, technological change and labor demands, contingent and part time workers, minimum wage, global competition, and free trade. Students will learn how to evaluate major economic trends, events and developments in the world of work, which impact every-day activities. Pre-1999 Competencies: WW, HC-3, HC-E. BA-1999 Competencies: H-1-C, H-2-X, F-X. Faculty: Ronald M. Willis

HC 376
AFRICA: HISTORY OF THE CONTINENT
Recently, the continent of Africa created a special attention and a rapidly growing interest among Americans and around the world. This course is uniquely designed to explore the history of the second largest continent - from ancient times to independence. It provides an introductory study to the history of Africa: its people, the places and the political past. It traces the rise and fall of great empires, explores ancient civilization, slavery, European colonial rule, nationalism and the struggle for freedom. This course will briefly discuss the historical contribution of nationalist leaders like Jomo Kenyatta, Julius Nyerere, Kwame Nkrumah, Sedar Senghor, Ahmed Ben Bella, Nelson Mandela, Samora Michelle and Patrice Lumumba. It is a ten-week voyage of discovery and lifetime knowledge to treasure. We will use selected readings, documentary films, guest speakers, and group discussions. Competences: A1H, H1F, H5, S2X, H1C. Faculty: Anghesom Atsbaha

HC 377
PRODUCTIVE WORKPLACES: GROWING THE CAPABILITIES: ORGANIZATIONS/INDIVIDUAL
All types of organizations are continuously learning more effective ways of growing their capabilities so they
can achieve their strategic goals or win in the marketplace. As organizations continue to grow, so must individual contributors. In this course, students will learn an organizational effectiveness model while discovering their own personal strategies for ensuring their personal and professional growth that aligns with their own workplaces. Students will build their own growth organization through a combination of self-determined learning formats, including: case studies, peer feedback, organization effectiveness theory and models, project work and journaling. Pre-1999 Competencies: HC-5, HC-H, HC-O, WW. BA-1999 Competencies: L-7, F-X, H-2-C, H-2-D. Faculty: Christopher Pett

HC 378
RESPONSIBILITY
Communities throughout history have survived because they have stuck together. Individualism, a mighty force in our own culture, might not the best, or the most time honored way to get by in the world. In this course, students will examine contemporary theories of social ethics, and will apply them to today's problems in community life. Students will address questions related to corporations' responsibility to the communities from which they draw employees and whom they serve. Students will also consider the role of the individual in group survival, and the ways in which we handle multiple responsibilities in our world. This course meets for five on campus sessions and includes five Blackboard based meetings. Competences Offered: A4, A3X, H2C, FX. Faculty: Donna Steele

HC 379
MOTIVATIONAL INTELLIGENCE
The word motivate originates from the Latin word, movere, which means to move. Today, IT MEANS TO INSPIRE OR TO MOVE SOMEONE TO ACTION. The ability to motivate oneself and others is a vital skill, both for personal efficacy and in the workplace. This course explores motivation in depth. Students will become familiar with key psychological theories (Maslow, Frankel, Bandura) and the motivational theories of McClelland, and Hertzburg. Through discussion, directed journal writing, readings, class activities, and self-assessment instruments, students will gain personal insight into the antecedents of their own patterns of motivation. This knowledge will be used to analyze problems both in the workplace and in student's lives with an emphasis on utilizing strategies that lead to positive action. Students will plan and execute a Learning Project which will be orally presented to the class and will demonstrate understanding of a problem and its possible solutions based on motivational theory. Competences: H2C, H3A, H3C, FX. Faculty: Mary Lou Johns

HC 380
EMPLOYMENT AND LABOR RELATIONS
This course will examine the relationship in the workplace between employers and employees, especially as that relationship relates to business practices, legal rights, and social compacts. The course will offer an overview of the history of labor and its relation to business; legal structures and statutory rights as they relate to labor law; conflict resolution, and how the new "industrial relations" is changing how employers and employees relate to each other in today's business world.

HC 381
AFRICAN AMERICAN LEADERSHIP AND THE BLACK CHURCH
Many of America's greatest leaders, Dr. Martin Luther King Jr., Jesse Jackson, Adam Clayton Powell, Jr. and others were trained and impacted by their involvement with the Black Church. This course will address the historical, current, and changing role of the Black Church and its leadership in society with special emphasis on examining how the black church serves as an incubator for the development of African American leaders. Lectures, classroom discussions, student reports, and other resources will be used to learn about the many educational roles of the black church and how it continues to impact the social histories of African Americans and other ethnic groups. Pre-1999 Competencies: HC-2, HC-A, AL-5. BA-1999 Competencies: H-1-F, H-2-A, A-3-E. Faculty: Cynthia R. Milsap

HC 382
AMERICAN COLONIAL HISTORY
This course will survey the major themes in U.S. social, cultural and political history before and immediately after the American Revolution. It will explore the world of specific ethnic groups: the British, African peoples, and Native Americans, among others, as they inhabited what would become the United States in the seventeenth and eighteenth centuries. It will examine regional differences in the thirteen colonies, the establishment of slavery in the colonies, the cause and consequences of the American Revolution, and life in the early national period. Video presentations, some literary materials, and readings from Paul S. Boyer's The Enduring Vision: A History of the American People Concise (Vol. I) will form the core of class discussion. BA-1999 Competencies: A3A, A4, H1B, H1F, H4. Pre-1999 Competencies: ALG, ALN. HC2, HCC, HCG. Faculty: Nancy Davis
HC 383
PROMOTING HEALTHY COMMUNITIES
"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". The World Health Organization's definition of health challenges us to consider social as well as physical and emotional conditions that might undermine a person's or a community's well being. As a class we'll be talking to and working with those who try everyday to improve their own health and that of others in their community. In collaboration with some nursing students, we'll be organizing a health fair, offering information that promotes health. In connection with this experiential learning, class readings, assignments and conversation will explore 1) health issues facing an urban community; 2) inequality of health and health care access; and 3) local and national efforts to improve the health of the uninsured. Competencies offered: H4, H1I, H2H, FX. Faculty: Susan Reed.

HC 384
WOMEN IN BUSINESS
Women have participated in the American workforce in increasing numbers over the last few decades. What contributions have they made? What problems exist for women workers? What are the differences in the perception of blue, pink, and white collar workers in American business? Has any progress been made on issues of gender inequality? Students in this course will examine women's roles in the workplace, and will address the development of their own leadership skills. Topics covered range from sexual harassment, through women as potential workplace leaders, to the underutilization of females at work. Students will study how advertising, organization reform, and social theories influence the efficacy of women at work. Pre-1999 Competencies: ALR, HCC, HCG, WW. BA-1999 Competencies: A3G, H3B, H4, FX.

HC 385
CHICAGO: THE EMERGENCE OF A METROPOLIS
Since 1837, Chicago has grown from a small settlement to a world class city. This course will look at Chicago's emergence and provide an overview of the human and physical resources that contributed to its rapid growth. Students will review past and contemporary issues affecting the city including public education, the city's neighborhoods, Chicago politics and major developments that impact the city and its economic health. Through lecture and discussion, students will have an opportunity to identify people who have shaped the face of Chicago, and examine key components of its infrastructure. A full-day field trip by motorcoach is built into the syllabus of the course. Students will be asked to contribute a small amount towards the cost of the bus. Selection of the day will depend on class consensus. Competencies: H-1-F, S-2-D, S-3-X. Faculty: Phyllis Kozlowski

HC 386
TECHNOLOGY AND THE WESTERN MIND
This course will explore the technological development within early western civilizations. Students will investigate how technology enhanced and influenced the growth of western cultures, and will demonstrate how technological development of early western societies impacted modern societies. Building from the technological development of the past western cultures, this course will also investigate the impact of technology in the 20th century and the students' lives. Pre-1999 Competencies: HC-F, HC-H, HC-Q, WW. BA-1999 Competencies: F-X, S-3-F, H-2-X. Faculty: Jane Zilligen

HC 387
PUBLIC SPEAKING: HOW TO CHANGE THE WORLD
Whoever speaks most clearly and mostmovingly, influences minds and hearts. How might learning the skills of public speaking affect your career? This course will introduce you to the skills necessary to feel comfortable in front of groups, communicate in an engaging way, and give effective presentations at work. Students will read and experience the rhetoric of leaders, historical and contemporary, in order to apply the ideals and concepts of speechmaking to their own lives. We will listen to speeches by such diverse figures as Adolf Hitler, Frederick Douglass, Barbara Jordan, William Shakespeare, Jesus Christ, etc. We will learn how to construct and deliver effective speeches at work and in our personal lives. We will also consider how the art of persuasion influenced us historically and in the present. How has the media influenced our ability to make sense of the speeches we hear? How do we react to speechifying at work? How do we receive and interpret political speech? Students will be expected to deliver two speeches in the classroom and to assess the oratory of their peers. Competences: H1X, H5, A2X, FX. Faculty: Anne Rapp

HC 388
CULTURE CENTERS: CATALYSTS FOR CHANGE
This course focuses on the ways we as individuals, working with others, can initiate economic and social change in a community. The role of both leaders and cultural organizations as catalysts for community
improvement will be examined. Students will study a cultural organization and learn how to identify community needs, design and implement social programs and evaluate their long-term effectiveness. Students are encouraged to investigate the various local private and public organization as lifelong learning resource centers for their own growth and development. Activities will include group discussions, presentations, a case study, field trip to the Chicago Cultural Center, guest speakers, research, in-class exercises, journaling, report writing and listening to audiotapes. Pre-99 Competencies: AL-I, HC-5, HC-A, HC-I. BA’99 Competencies: A-1-B, H-2-B, H-1-I, H-2-A. Faculty: Gregory Gilmore

HC 389
TECHNOLOGY, POLITICS, AND CHANGE
Former Secretary of Labor, Robert Reich, described three types of economic classes in America today. At the top is the overclass - those poised to ride the waves of technological change. At the bottom is the underclass - those who are isolated from the core economy. In the middle is the anxious class - those who are employed, but justifiably uneasy about their own standing. Reich's typology highlights the most uncertainty most of us must face as we contemplate the future. The phrase “technologically obsolete” was once used to describe equipment. Today, the anxious class understands this phrase to describe careers, industries, and social institutions as well. This course is designed to help students understand the underlying factors that induce changes in the character of political, social, and economic relationships. In particular, it will focus on how the interaction of politics and technology has shaped the world in which we live. Through lecture, class discussions, "virtual" field trips, research projects, and readings, students will analyze the relationship between politics and technology. The course will be divided into three major themes with specific learning experiences associated with each.

HC 390
APPLIED LEADERSHIP SKILLS
As we approach the 21st century, a major change is occurring with respect to the age and make-up of the working population which can have a significant impact upon the management of people. Moreover, the challenges facing American managers today are not only profit/loss-oriented business decision-making tasks, but also the acquisition and improvement of new skills in working with people. The rules of the game for managers are indeed changing rapidly. This course will examine and address issues and concerns related to managing people, and offer a new constructive way of dealing with the seemingly intractable problems facing managers today. Competencies: A-3-X, H-3-D, H-4, F-X. Faculty: Kumiko Watanuki

HC 391
AFTER THE FALL OF THE WALL
The ending of the Cold War is one of the most significant events of the 20th century. This course combines socio-cultural history and current events to explain the momentous changes which have occurred since the fall of the Berlin Wall in 1989. Students will review world events after World War II which led to the Cold War, examining how the role of the "enemy" and allocation of blame in each society led to misunderstandings on both sides. The contribution of the mass media to a culture of anxiety and fear will also be discussed. Competing theories on who or what deserves credit for the end of the Cold War will be followed, as well as implications and lessons of the conflict's end, the new nationalism in Europe, domestic policy considerations in the U.S., and regional to global economic changes. Pre-1999 Competencies: HC-2, HC-3, HC-C, WW. BA-1999 Competencies: H-1-F, H-1-C, H-1-B, F-X. Faculty: Donald J. McKay

HC 392
LATINA PORTRAITS
Chicago and the larger metropolitan area have long been destination points for many Latino immigrants. Today Latino Chicago is comprised of many diverse groups including Mexicans, Puerto Ricans, Cuban and Central and South Americans that have become a vital part of Chicago's economic, political and cultural life. In Latina Portraits students will have an opportunity to learn and explore various social issues relevant to Chicago Latina experiences. One of the key ways we will explore the themes and questions of this course is by collaborating with Mujeres Latinas en Accion, a non-for-profit organization in Chicago's Pilsen community, to complete a study of Latinas in the Chicagoland area. This class will meet for 5-6 sessions on Wednesdays over the Summer (specific dates for the Wednesday sessions can be obtained by contacting the instructor.). Additional course activities will take place via the internet and through one on one meetings. Students will be required to travel throughout the City to conduct interviews and to visits social service agencies. Students may register for up to two of the following competencies, H1X, H2X or S3X or they may register for the Externship competencies, L10 and L11.

HC 393
VIDEO AND THE CORPORATION
This course features professional video communicators and their creations. Subjects discussed will include:
This course features professional video communicators and their creations. Subjects discussed will include: interactivity, desk-top production, and virtual reality. Students will seek to understand the effect of video on workers, management and the public, will be capable of discussing the developing relationship between communications technology and organizations, and will be understand the role of video now and in the future of organizations. Pre-1999 Competencies: PW-B, HC-D, WW. BA-1999 Competencies: A-2-C, H-2-G, F-X. Faculty: William P. Johnston

HC 394
SINGLE PARENT FAMILIES: A SOCIAL AND ECONOMIC PERSPECTIVE
There has been a significant amount of growth in single-parent families in America. Single parents, which include teenaged, divorced, and never-married parents, may or may not have the necessary resources and skills to provide a healthy home-life for their children. Some challenges associated with single parenthood include lack of financial and emotional support, the necessity to assume multiple roles, and difficulty maintaining personal relationships. The ways in which these issues are addressed can vary depending on sociological, psychological and economic factors. Students will examine the ways in which single parents successfully adapt to challenges and discuss how social institutions, personal friendships and family members can serve as sources of support. Single parenthood is not a prerequisite. Pre-1999 Competencies: HC-4, HC-A, HC-C, HC-Q, HC-U. BA-1999 Competencies: H-2-A, H-3-A, H-3-B, H-3-G. Faculty: Cynthia Sims

HC 396
RIGHTS IN THE WORKPLACE
This course is an examination of the shift from the industrial "social compact" to the array of federal and state laws designed to protect working people. Areas to be studies in this employment law course will include the Equal Employment Opportunity Act, the Fair Labor Standards Act, the Civil Rights Act, the Family and Medical Leave Act, ERISA, and OSHA. There will be a special emphasis on evolving areas of employment law, such as the employment "at will" doctrine, sexual discrimination, and the rights of the disabled in the workplace.

HC 397
CREATIVITY AND PUBLIC POLICY
Creativity is at the core of the American character, economy and democratic tradition. Business writers have extolled creativity as a vital resource to be studied, celebrated and nourished if America is to continue to thrive in the 21st century. One writer estimates that some 38 million U.S. workers are employed in creative industries while another estimated that creativity-based industries produced some $960 billion in revenue in America in 1999. In Illinois, over one-third of full-time workers are employed in creativity-based industries. 35 million are in the United States right now who were not born here because they are seeking the opportunity unique to America - the ability to re-invent one's self and create a new identity not based on creed, religion, place of origin or anything else -- except one's character and quality of ideas. Clearly, creativity is a serious matter for public policy discussion. What can be done by civic leaders to help or hinder creativity? This class will examine the topic using traditional and non-traditional approaches. We will combine lecture with student presentations, guest experts, performance and hands-on exercises designed to explore our own creative abilities. Topics covered will include: censorship and freedom of expression, creativity and economic development, and the connections between personal creativity and social change efforts. Competences: A-5, H-1-F, H-2-A, H-2-B, H-4. Faculty: Thomas Tresser

HC 398
LANGUAGE AND CULTURE
Language - culture touches many of the most vexing and intractable contemporary sociopolitical problems, and may very well be a pathway for solutions as well. Through selected discussions, presentations, and readings, students will confront the key issues involved in language-culture. The process will focus on self-discovery as the chief method of relating to and understanding the practical ramifications of a world with a variety of world views expressed through cultural and linguistic means. Students can expect to broaden their own horizons considerably as they participate in group discussions of contemporary issues and problems. Students will select and define a specific topic for research and present findings to the group. The linguistic - cultural skills acquired through group discussion, class interaction, and guided research will equip students for practical, empathetic living in the complex multi-cultural world of the 21st century. Pre-1999 Competencies: HC-1, HC-2, HC-X. BA-1999 Competencies: H-1-E, H-1-F, H-5. Faculty: Thomas Klocek

HC 399
ELECTION 2004: THE WHOLE WORD IS WATCHING
With the 2004 campaign for President in full swing, the entire world is waiting to see if there will be a shift of power in the world's only superpower. How are the candidates speaking to the main issues? What are the trends in voter registration and turnout? What constituencies are backing each party? Who decided the 2000 election? This course examines the who, what, where, when, and why of the present election process. We will read books and excerpts from the following and others: The Buying of the President 2004: Who's Really

HC TRH1A
H1A Competence
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The Human Community Category This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-1: Communities and Societies Subcategory This competence is part of the ‘Communities and Societies Subcategory’ of the SNL curriculum. These competencies address history, current cultural characteristics and development of communities and societies. H-1-A Competence: Understands and can apply the principles of effective intercultural communication.

HC TRH1B
H1B Competence
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HC TRH1C
H1C Competence
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HC TRH1D
H1D Competence
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through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

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HC TRH1E
H1E Competence
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HC TRH1F
H1F Competence
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HC TRH1G
H1G Competence
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HC TRH1H
H1H Competence
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HC TRH1X
H1X Competence
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HC TRH2A
H2A Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

The Human Community Category This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-2: Institutions and Organizations Subcategory This competence is part of the 'Institutions and Organizations Subcategory' of the SNL curriculum. These competencies address the composition, functions and development of social institutions in addressing it.

HC TRH2F
H2F Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

The Human Community Category This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-2: Institutions and Organizations Subcategory This competence is part of the 'Institutions and Organizations Subcategory' of the
SNL curriculum. These competencies address the composition, functions and development of institutions and organizations. H-2-F Competence: Can explain the development, roles, and maintenance of social institutions.

HC TRH2G
H2G Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/

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HC TRH2X
H2X Competence
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The Human Community Category This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-2: Institutions and Organizations Subcategory This competence is part of the 'Institutions and Organizations Subcategory' of the SNL curriculum. These competencies address the composition, functions and development of institutions and organizations. H-2-X Competence: This statement is written by student's academic committee to accommodate transfer courses and/or experiential learning relating to the Institutions and Organizations Subcategory.

HC TRH3A
H3A Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/

The Human Community Category This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-3: Individual Development Subcategory This competence is part of the 'Individual Development Subcategory' of the SNL curriculum. These competencies address the personal development issues that range from understanding the self, interacting with others, the study of behavior and adjustment to growth and change. H-3-A Competence: Can use two or more theories of human psychology to understand and solve problems.

HC TRH3C
H3C Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with
instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

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HC TRH3E
H3E Competence
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The Human Community Category This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-3: Individual Development Subcategory This competence is part of the 'Individual Development Subcategory' of the SNL curriculum. These competencies address the personal development issues that range from understanding the self, interacting with others, the study of behavior and adjustment to growth and change. H-3-E Competence: Can speak effectively in public settings.

HC TRH3X
H3X Competence
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The Human Community Category This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-3: Individual Development Subcategory This competence is part of the 'Individual Development Subcategory' of the SNL curriculum. These competencies address the personal development issues that range from understanding the self, interacting with others, the study of behavior and adjustment to growth and change. H-3-X Competence: This statement is written by student's academic committee to accommodate transfer courses and/or experiential learning relating to the Individual Development Subcategory.

HC TRH5
H5 Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

The Human Community Category This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-5 Competence: Global Perspectives; Can analyze issues and problems from a global perspective.

HC TRL6
L6 Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college
School for New Learning Program

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Lifelong Learning Area
This competence is part of the 'Lifelong Learning Area' of the SNL curriculum. These 12 competencies address your academic development and your lifelong learning skills. L-6 Competence: Quantitative Reasoning; Can use mathematical symbols, concepts, and methods to describe and solve problems.

HC 101
FOUNDATIONS OF NEGOTIATIONS: REALIZING OPPORTUNITY
Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation. The course will highlight the components of an effective negotiation and teach you to analyze your own behavior in negotiations. The course will provide you with an opportunity to examine your skills by participating in presentations, discussions, and assigned readings. Competences: FX, H-3-D. Instructor: Joe Ritchie

HC 102
HOLIDAY ECONOMICS
Christmas makes the planet go round. While this might not be true on a religious level, the December holidays most certainly have an enormous impact on global economics. In this course, students and faculty will examine the demands of the US Christmas/Holiday rush and how these demands influence world wide production, consumption, and culture. International political and social issues will be discussed, and students will assess the effect of this American cultural phenomenon on the world's future global economies. Learners will also consider the nature of collaborative thinking and its influence on economic planning. Competences Offered: FX, H5, or L7. Faculty: JoAnn Gesiakowska

HC 103
MANAGING PERSONAL AND PROFESSIONAL TRANSITIONS
Whether switching jobs or careers, leaving or returning to school, change brings both challenges and opportunities. Some people thrive on change while others struggle through such periods. Based on William Bridges' classic book Transitions, this class will show how to make successful transitions in personal as well as professional settings. Competences: H1X, L7, H2C, FX (May be taken for two comps). Faculty: Miriam Ben-Yoseph

HC 111
HCF/EXPERIENTIAL LEARNING EVALUATION: INDEPENDENT STUDY: HUMAN COMMUNITY

HC 112
EXPERIENTIAL LEARNING EVALUATION: HUMAN COMMUNITY
Experiential Learning Evaluation: Human Community

HC 113
HCF/EXPERIENTIAL LEARNING EVALUATION: INDEPENDENT STUDY: HUMAN COMMUNITY

HC 114
EXPERIENTIAL LEARNING EVALUATION: HUMAN COMMUNITY

HC 119
DIVORCE AND ITS LEGAL IMPLICATIONS
As divorce rates in the U.S. continue to rise yearly, an increasing number of individuals are affected by divorce in some aspect of their lives. This course will give students a general overview of family law. In our discussions, we will explore issues such as domestic violence, child custody, and the "best interest of the child" standard in determining their effect on the divorce process. We will also discuss the financial and emotional implications surrounding the dissolution of a marriage and the role that these factors play in the divorce process. We will then explore the idea of divorce reform and whether this might be a solution to the increasing rate of divorces in the U.S. More specifically, students will be asked to analyze several of the proposed reforms in light of their new understanding of family law and determine if they believe that reform is the appropriate answer to this complex issue. Competencies: H-4, H-1-D, H-2-B, A-3-G. Faculty: Maria M. Mora

HC 122
H1 /EXPERIENTIAL LEARNING EVALUATION: COMMUNITIES AND SOCIETIES
H1 /Experiential Learning Evaluation: Communities And Societies

HC 123
H2 /EXPERIENTIAL LEARNING EVALUATION: INSTITUTIONS AND ORGANIZATIONS
H2 /Experiential Learning Evaluation: Institutions And Organizations

HC 124
HC 125
HC 126
HC 127
HC 128
HC 129
HC 130
HC 131

Experiential Learning Evaluation: Individual Development
Power and Justice. Can analyze power relations among racial, social, cultural, or economic groups in the United States.
Individual Development
Can analyze issues and problems from a global perspective.
Managing Personal Change
The primary purpose of this seminar is to provide participants with a forum through which a greater awareness regarding the multiple dimensions of change may be developed. Specific emphasis will be place on dynamics of personal change and methods of analyzing factors that impact personal change. Students will learn about the distinctions between personal change, transitions and transformations. Ongoing self-assessment regarding change and opportunities for students to engage in self-reflection will be a key component of this course. Competencies - A3X,H3C, FX. Linzy Water
Women and Sexuality in Islam
This course emphasizes the issues of women and sexuality in the Islamic cultures and demonstrates the diversity of women's lives in Muslim societies. In the course we will confront the following questions: Are the intense conflicts on women's sexual rights in the Islamic countries based on Islamic laws or the combination of political, economical and social inequalities? What is the Islamic view of love, eroticism and sexuality? Are women the instrument of power as the hunters and men the passive victims, or "women are created of and for the men"? Competencies: A1X, A3X, A5, H1X. Faculty: Ezzat Goushegir
The Emotionally Intelligent Leader
This course explores the body of work on emotional intelligence and compares and contrasts same to other leadership models and theories. Using case studies, simulations, role plays, and individual work experiences, we will engage in a detailed examination of the emotional intelligence competencies and their relationship to personal and professional success. Topics include self-awareness, self management, leadership behavior and ethics, working with and influencing others, managing differences and conflict, team building and collaboration, and organizational leadership. We will also develop a personal Leadership Development Action Plan that will identify and make actionable individual areas of focus and development. Competencies: H2D, H2F, H3C, H3D, and FX. Faculty: Anthony Colantoni
Parents and Teachers Together: Creating the Schools Our Children Deserve
This course provides an opportunity for students to reflect on and answer some of the following questions: Why do parents and teachers both feel frustrated and powerless to meet the needs of today's students? In this class we will consider the power inequities inherent in schools today. With fewer and fewer people who vote having school age children, parents and teachers feel they have little voice in how national and local resources are allocated to education. We will focus not only on present problems in schools, but on reviewing innovative initiatives and models around the country that give a louder voice to teachers and parents on behalf of children. While many people blame children's problems on parents and/or teachers few look at the system/society in which they function: teachers telling parents how to be involved in school without considering their backgrounds, culture, etc. and school administrators telling teachers what to do and the government telling administrators what to do. This course will give students an opportunity to think about current school problems within a power framework and then design constructive ways to empower parents and teachers to be more effective in creating "schools our children deserve." Competencies: H4, H3G, H2A, FX. Faculty: Dana McDermott

The Church and Social Justice
Recognizing the impact of religious teaching and religious organizations in the development of individual and
Recognizing the impact of religious teaching and religious organizations in the development of individual and social moral values, this course seeks to look at the role of religious organizations, primarily Christian, and how they influence or shape individual and community social values. The course will also look at the interplay of culture and religion and how different cultural and social positions shape religious faith and social action. This includes a discussion of the impact of race, gender, class, and sexual orientation and how they are shaped and defined by one’s religious beliefs. The course will look at the role of the leadership development in the church via its activities, role models, and teachings on personal and communal responsibility. It will also look historically at the points of conflict where religious institutions have mobilized to take opposing position on political and social issues such as in Civil Rights or Housing issues. The course will also look at the role of the church in the local community as a resource and as a catalyst for social services, social justice, political advocacy, and community economic development. The class will provide an exploration of various Christian denominations and how their view of their roles and work in the city and in the communities has changed over time. Students will also examine current day communities and churches and compare their historical roles with what they are doing today. They will discuss what churches are doing at the congregational level and ways that institutions are partnering with other religious, interfaith, government, or nonprofit agencies to address community social and economic needs. Competencies: A3X, H4, H2X, H1X. Faculty: Cynthia Milsap

HC 132
THE MIDDLE EAST: MAYHEM OR MISUNDERSTOOD?
Is there any American who does not want to know more about the Middle East? This class will provide a geopolitical overview of the seeds which sprouted into the current situation in the Middle East. Learners will study religion, government, and Muslim culture. Along with a concentration on the history and cultural traditions of the area, students will examine how the need for oil has shaped United States foreign policy toward the region. In this course, students will consider facts and issues related to this fascinating locale from a variety of perspectives. Competencies: L7, FX, H5, H2X. Faculty: Joann Gesiakowska

HC 133
THE CIVIL WAR AND CONTEMPORARY SOCIETY
Both in obvious and subtle ways, the Civil War has shaped the America that we live in today. Our images of "north" and "south," our race relationships, and our sense of a national identity have their roots in the Civil War and its aftermath. This course is designed to explore the historical and social dimensions of the War through readings, discussion, videos, and conversations with guest speakers. We will delve beneath the conventional beliefs and superficial information about the War to appreciate its complexity and its presence in our lives. BA-1999 Competencies: H4, H1E, H1F, H2A. Pre-1999 Competencies: HCG, HC1, HC2, HCA. Faculty: Donna Younger.

HC 134
GLOBAL EDUCATION AND WORK
Globalization has become a constant topic in the news. We can no longer content ourselves with our town, state, region, or even with our own nation. We need to think big. International politics and economies are merging. How will we compare to other nations in terms of educational preparation and workplace skill? In this course, students will examine ideas regarding the nature, philosophy, history, and purposes of education, and of education for work in the United States. Furthermore, students will compare our thoughts on these issues to those of other nations, our partners for the future. Students will consider the ethical implications of educational programs and philosophies, and will discuss the ramifications of the developing close relationship between education and the workplace. Competencies: A4, H5, FX. Faculty: Jean Richine

HC 135
DYNAMICS AND ETHICS WITHIN HUMAN RESOURCE DEVELOPMENT
Traditionally, training and development was not viewed as an activity that could help companies create "value" and successfully deal with competitive challenges. Today, that view has changed. Companies that use innovative training and development practices are likely to report better financial performance than their competitors that do not. The course focuses on different cultural strategies among corporate HRD approaches and investigates the ethical frameworks among them. We review ethical schemas in education to gain a perspective with which to evaluate HRD strategies. We also use a case-study approach ("the learning-program design model" as applied under National Socialism in the 1930s) and compare its outcomes with some contemporary corporate HRD programs. Students may work in teams to analyze organizational models and integrate course-based learning. BA-1999 Competencies: A3C, A4, H2D, L7. Pre-1999 Competencies: ALF, ALG, HCF, HCH. Faculty: Lee W. Nab, J.D.

HC 136
UNDERSTANDING TERRORISM AND SOCIAL VIOLENCE
The tragic events of September 11th 2001 have caused many people to seek answers and understanding as to
The tragic events of September 11th 2001 have caused many people to seek answers and understanding as to why this type of violence occurs. This intense course will examine the psychological, philosophical and ecological roots of hatred and social violence. We will explore the possible negative impacts of exposure to violence on children, adolescents and adults. Course content will center around such questions as: "What are the cognitive roots of prejudice and social violence?" and, "Is violence really human nature?"  


HC 137
WELFARE OR WEALTHFARE
What does "welfare" mean in social or individual terms? How does race, ethnicity, gender, or class influence who is poor in the United States, and why? In this course we will examine in what ways poverty is connected to unpaid family work or low-wage jobs, how corporate "wealthfare" is often put before people's welfare in terms of health or environmental conditions, and what are the social values or ethical beliefs behind turning the war against poverty into what some claim has become a war against the poor. BA-1999 Competencies: A4, H4, H1B, H2A, S3C. Pre-1999 Competencies: ALP, HCG, HCM. HCA, PWM Faculty: Metchild Hart

HC 138
THE JUVENILE COURT SYSTEM: IS THERE A FUTURE FOR OUR CHILDREN?
Recently the juvenile court system celebrated its 100th anniversary. This affords us an opportunity to examine the strengths and weaknesses of this special court and to identify the opportunities for improvements and needed changes. The court's legal decisions about children's lives are extremely important because of their profound life-long consequences for individual children and because of the impact these decisions have on society in general. This course will study the juvenile court system since its inception in 1899. We will see how crime has changed, not so much in numbers, but in the degree of violence due to guns, drugs and gangs. We will also study how the change in family structure has affected crime. We will study one method of change in our efforts to effectively address how certain changes in the present system could lead to a more effective and just system. We will employ small learning teams to explore the material presented in class. Competencies: H1D, H2X, H4, L7. Faculty: Barbara Donnelly

HC 139
UNDERSTANDING WAR: CAUSES AND CONSEQUENCES
The First World War (the "Great War") produced profound effects on world culture and continues to influence our ideas and actions with respect to military matters. The swift advance of technology during this time provided the world with a new and constantly-shifting array of weaponry, including the first biological weapons, use of aircraft and bombing, and systematic genocide. All of these weapons are still present in the contemporary arena of warfare and we can understand them only by knowing their origins. In this course, we will examine this horrific shaping effect of war by studying its literature, scholarship and documents, as well as selected films and field trip(s). Since aviation and the use of air tactics played a crucial role near the end of the Great War, we will particularly emphasize this phenomenon. BA-1999 Competencies: H1X, H5, S1E, S2A. Faculty: Daniel Christine.

HC 140
PUERTO RICO AND CUBA: DIVERGENT POLITICAL TRAJECTORIES
Despite their geographic proximity, Puerto Rico and Cuba have taken different political paths. In this course, we will examine the economic and political history of these two countries starting from when the United States took possession of these two Islands in 1898 to the present. We will address questions such as: What led to U.S. involvement; why did Cuba gain "nominal independence" after 1898 while Puerto Rico remained under tighter U.S. control; What led to the Cuban revolution; What is the current state of Communist Cuba? The history of these two countries will also provide an avenue for exploring the impact of the Cold War on the Caribbean. We will conclude by examining the migration and immigration of Puerto Ricans and Cubans to the United States. Lectures, class discussions, videos as well as presentations by guest speakers will be the primary means of exploring these issues. Students will develop a structured learning journal and complete a small project that explores one of the course themes. BA-1999 Competencies: H1C, H1F, H2F, H4. Pre-1999 Competencies: HC2, HC3, HCG, HCQ.

HC 141
LIFE COACHING: TOOLS FOR TRANSFORMATION
Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches have emerged to help people transform their personal and professional lives. In this course, we will explore the theories, concepts, and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications. We will also look at a few of the assessment tools most commonly used in coaching today. Working individually, in pairs, and in small groups, students will practice coaching skills and
HC 142
EXPLORING EDUCATION
This course will focus on educational opportunities for students considering a career change or exploring career opportunities in the fields of Policy, Administration and Teaching at the Elementary, High School or Junior College level. We will discuss the history of American education, its aims, purposes, contemporary issues and opportunities, as well as requirements for teacher certification, and alternative certification processes. Students will learn how to use the SNL program to meet Illinois General Education requirements leading to Teacher Certification. Class requirements include discussion, selected readings, a short writing assignment and a guest speaker. Student outcomes will include a thorough knowledge of the processes involved in Teacher Certification, examination of their short term and life-long learning goals and an understanding of innovations in education today. This course is designed for students to explore and understand education today and how this knowledge leads to personal goals, improved understanding of education as an institution and how this knowledge can impact their choices in education for themselves and family. Competencies: H1X, H2A, H3X, FX.

HC 143
INCARCERATION AND HUMAN DEVELOPMENT
In this course, we will examine a paradox: how can one live a rich, fulfilled life during incarceration? Together, we will explore how men and women do time, faced with endless isolation, agonizing hopelessness, fear, or regret. This course does not condone aberrant behavior nor make excuses for the incarcerated. We will explore the evolutionary journey of prisoners, studying their use of coping mechanisms and adaptive norms. Prison is a system that does not conform to social norms as we know them. Strange as it seems, prisons are populated by people much like ourselves, who have closely-related problems associated with human development. BA-1999 Competencies: L10, L11, H2A, H2H. Pre-1999 Competencies: LL7, HC9 & 10, AL9 &10 and WW9 & 10.

HC 144
DEMOCRACY AND DEMOCRATIC ENVIRONMENTS
Democracy may be described as a form of government in which the general public participates in decision making. But this is a rather abstract notion. Democracy is often used as a term to identify any admired system that is not patently a dictatorship. For a more profound understanding of democracy and democratic behavior, it is necessary to identify criteria, which define democratic environments such as equality, solidarity, positive human relationships, participation and commitment to each other. Furthermore, it is required to analyze these criteria critically and apply them to every day contexts and behavior. This course will provide students with an understanding of democratic environments, the criteria to define them, and how this knowledge could be applied to everyday situations in the private sphere and the workplace. The course offers a wide range of activities like critical reading and discussion of topics, analysis of cases, simulation of democratic and non-democratic environments and problem solving of real life issues. The ideas of others serve as common course content presented in the material assigned to this course. Students are asked to participate actively and critically, using their own experience as a field of analysis and reflection. Active participation should foster the idea that the course itself could serve as a model of a democratic teaching and learning environment. In this way the course will foster democratic behavior and values. Competencies: H4, H3G, FX.

HC 146
HOW FAMILIES COMMUNICATE
This course provides students with the opportunity to apply a wide range of theories about family communication to an experience common to all-family life. Through this course, students will gain an understanding of how communication functions to develop, maintain, enrich, or limit family relationships across a wide range of family structures and cultural backgrounds. Among the family relationship issues considered in this course are patterns of intimacy, power, decision-making, roles, rituals and conflict. Factors involved in forming family patterns (e.g. gender, ethnicity, family diversity and family stories) will also be covered. Competencies: A-3-F, H-3-C, H-3-X, F-X. Faculty: Robert Mills

HC 147
CONTEMPORARY ADVERTISING AND PROMOTION
This is an introductory survey course covering components involved in the promotion of products and services. Topics include: organizing for contemporary advertising and promotion; understanding target markets; choosing media, and multinational perspectives. BA-1999 Competencies: H1B, H1X, A1X, FX. Pre-
HC 148
COLLABORATIVE LEARNING: PRINCIPLES AND PRACTICES
In this class, we will explore and develop the skills, values and knowledge that contribute to collaborative learning. Today perhaps more than any other time in human history we are aware that no one is an island. At the individual, organizational and societal levels, we are all interconnected and interdependent. We can only meet our goals and address our problems at any of those levels if we work at them with one another. Therefore, as never before, we need to learn how to learn together. Collaborative learning is the process of two or more people helping each other to deepen and expand their shared understanding of the challenges and opportunities they face. It involves stimulating new insights in one another, and helping each other make changes in our assumptions, beliefs and behaviors. We will read and discuss a book on theory and skills of helping others to learn. We will practice skills each week with each other via telephone. We will also participate in informal online discussions. Each week, a formal reflection will be submitted. See http://condor.depaul.edu/~mskelley for more information. Competencies: L7, H2C, FX. Faculty: Staff

HC 149
TEAMS AND TEAMWORK
It's obvious; teams outperform individuals. What's not obvious is how to make teams work. This course takes a look at the "why" and "how" of teams: specifically looking at team building, communication, leadership, behaviors, conflict management, decision-making, diversity, and problem-solving. The goal of the course is multifold; to help students understand team dynamics, to become better team members through experience, to be better able to manage teams, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of fun team exercises (each session) supplemented by lecture, discussion, video cases, and role-play. Competencies: L7, H2D, FX. Faculty: Brian Hinrichs

HC 150
DESIGNING, IMPLEMENTING AND PLANNING FOR CHANGE
Business success is no longer about management and control. Success requires leadership that knows how to leverage information that is important to a company's sustainable future. Participants in this course will learn how to maximize a company's value to all stakeholders by tapping its intellectual capital (workforce, community, stockholders, board members, unions, customers) by engaging people in sharing their knowledge and wisdom. Students will learn how to set the stage for creation of a learning organization that successfully cycles key information. Pre-1999 Competencies: HC-5, HC-H, HC-N, HC-U. BA-1999 Competencies: L-7, H-1-I, H-2-C, H-3-G

HC 151
COACHING AND LIFE SKILLS
Good coaches... like good managers, parents, and friends... work to bring out the best in other people and help them develop their full potential. This course will provide a setting for students to experience and explore the role and skills of the coach in contributing to the development of other people. By looking through the lens of youth sports, participants in the course will learn that coaches communicate well; build genuine relationships; value process as well as product; and convince others that they are important and have much to contribute to their team and community. The course is highly experiential and collaborative in nature and will enable students to develop communication, teamwork and human development skills that will support their roles across a variety of settings. In addition, students will be eligible at the end of the course for coaching certification through the American Sport Effectiveness Program (ASEP). Competencies: FX, H3G, L-7, H2X.

HC 152
GENDER, RACE AND CLASS
It has been said that what we don't understand we don't talk to, what we don't talk to we fear, and what we fear we destroy. We live in an increasingly diverse society. The roots of the average U.S. resident will be in Africa, Asia, Latin America, the Pacific Islands, and the Middle East - not white Europe. The Chicago metropolitan area is strikingly different from the Chicago land of ten years ago. The growing ethnic, racial and religious diversity of the area's population forces us to expand the definition of minority concerns. The growing gap between the have's and the have - nots both intensify and is intensified by racial tensions. We will also explore gender inequality, and the role of gender in our lives and its impact on contemporary relationships. For most of us, this fast-paced world has scattered our senses in so many directions that we frequently feel overwhelmed and powerless to understand the world in which we live. This class is an opportunity to take the time to pause and listen, really listen, to some of the forces that impact our lives. You will explore important aspects of your own personal identity in a focused and disciplined way, and be asked to share with fellow students in a genuine, respectful atmosphere. The Lakota/Sioux people have a saying for all
of this, the web of life. The Lakota phrase "mitakuye o'yanin," means "We are all related." There will be an all day outside of class experience on Saturday, August 18 when we will be given the privilege to participate in a traditional Native American purification ceremony known to us as a sweat lodge. It will be led by sun dancer and pipe keeper Quentin Young of Lakota/Sioux heritage. We will use Discussion, Lecture, Writing, Reading, Film, and Experiential. Pre-1999 Competencies: ALG, ALN, HCC, HCF. BA-1999 Competencies: L7, A3A, A4, H3X.

HC 153
VIOLENCE IN AMERICA: AN HISTORICAL AND CONTEMPORARY PERSPECTIVE
This course compares violence in America from the second half of the nineteenth century to contemporary time. A variety of topics will be covered including: political violence and assassinations, labor strife, urban unrest, and organized crime. Hollywood and media images of violence affecting youth and individuals, violence as a form of social control, and implications of violence will also be covered. Class discussion will focus on the causes of violence in American society. Do groups condone violence when they perceive themselves as outsiders? Have groups resorted to violence attempting to force change in society? Is there a nineteenth century old west gunfight mentality existing in contemporary society? Does American violence compare to contemporary Western Europe? The coursework will include lecture, assigned readings, class discussion, and written assignments. Student papers will be on topics approved by the instructor. Pre-1999 Competencies: HCA, HCD, HCF, HCG. BA-1999 Competencies: H2A, H2G, H2X, H4.

HC 154
RACE AND RACE RELATIONS
How do we understand and heal the wounds of racism? How do we build bridges that allow diversity to flourish in the United States? What are the connections among forms of racism such as ethnic cleansing and "pacification programs"? In this course, we will explore the roots of racism, look at the changes brought about by the civil rights movement, and examine ongoing work aimed at bridging the gaps caused by racism. Students will study a variety of topics through discussion, readings, films, debate, guest panels, and field excursions. Competencies: A-3-C, H-2-A, H-4, H-5, F-X.

HC 156
BEHAVIOR, HEALTH, AND AGING
This course is a broad introduction to the aging process in a society that values productivity, youth and independence and attempts to defy normal aging at all costs. It will explore the influence of medicine and technology as it relates to aging, examining the role of health care as to prolonging human life vs. allowing for a good death. It is a continuing survey of the human being through the periods of late adulthood and old age. Through exercises, projects, and group activities, students will learn to explore the personality, behavior and physical changes in aging. It examines the interrelationship between physical and psychological factors of adapting to illness and health maintenance activities. Topics include the physiological and psychological aspects of aging, behavioral influences, prevention and management of chronic illness, bereavement, death, and related adjustment issues. Pre-1999 Competencies: HC-A, HC-C, PW-5, PW-B, PW-F. BA-1999 Competencies: H-2-A, H-3-B, L-7, F-X, S-2-C, S-3-A.

HC 157
ECONOMICS FOR DECISION-MAKING
The purpose of this course is to provide the modern consumer living in a global economy fueled by unabated technological progress with basic tools to understand the path which has led to today's remarkable prosperity. The focus is on enabling consumers to make decisions throughout the life-cycle. Basic economic methodology will be presented, along with defining moments which, from the Industrial Revolution to the expansion of globalization, have shaped both economic theory and economic policy. Standards topics, such as scarcity, opportunity costs, the law of diminishing returns, the law of comparative advantage, the mechanism of the price system, the laws of demand and supply, the workings of money and banking, the impact of fiscal, etc., will be considered, with in mind the idea that economics can offer a significant contribution in the process of making practical financial and consumer decisions. Competencies: H-1-C, H-2-E, H-5, F-X.

HC 158
ETHICS AND LAW OF INTERNET PRIVACY
Online privacy has become a highly charged and complicated area of the law and our culture, because the Internet is changing and expanding our economy in ways unimaginable five years ago. The Internet's incredible functionality and convenience has rapidly made it the primary communication, information, and shopping tool for millions of Americans. Most of us, however, underestimate the extent to which we compromise our digital DNA with these transactions. Recently, some states have attempted to draft legislation responding to the issue of online privacy. Legislation advocates envision that these represent limitations on the collection and dissemination of personal information acquired by Internet web sites. Others
have promoted the adoption of federal online privacy standards. Will the adoption of new laws and regulations impede the Internet growth? Or, is the Internet the final frontier of unregulated and freely accessible information, products, and services? Students in the class will grapple with these and other important questions on the legal limits of privacy. Competencies: A3C, A4, H1X, S1X, FX.

HC 159
MAIZE AND MIDWESTERN CULTURE
In this course, students will learn the role maize has played in the cultural, economic and scientific development of Midwestern Society. An overview of the impact of maize on ancient American and modern world cultures will also be examined. Students will learn how maize developed from a wild indigenous plant in the Americas to become one of the world's great sources of food, chemicals, religious belief and social practices. More locally, students will learn how corn is currently farmed in the northern Illinois area, how Midwestern family farmers finance, grow and sustain great crops of grain. Students will examine the practices and results of economic corn markets and the role these play in the success of Illinois corn farms. Methods of continuing domestication of maize by selective breeding and more recently by genetic engineering, and the impact of these practices on the crop and on society will be examined. Finally, students will explore the many ways corn products are converted into chemicals for a variety of uses, and will analyze their benefits and costs. Pre-1999 Competencies: HC-F, HC-G, PW-B, AL-E. BA-1999 Competencies: H-1-H, H-4, S-3-F, A-1-H.

HC 160
TRAINING AND FACILITATING: ADULT LEARNING IN PRACTICE
This hybrid course will explore the nature of adult learning and the role of trainers and facilitators in making it happen. We will address: the impact of focusing on learning rather than teaching; the key role of learner characteristics in choosing facilitation strategies; the importance of creating learning environments conducive to learning.; the importance of creating learning materials suited to the purpose and the learners; the power of group learning and ways to facilitate it. Class sessions will be devoted to discussion, observation, and demonstration of facilitation techniques. Competences: H2X, H3X, L7, FX. Faculty: Donna Younger

HC 161
THE SUCCESSFUL ENTREPRENEUR: FINDING YOUR NICHE
Today, to be a successful entrepreneur, in addition to knowing what's hot in the marketplace, you need to know yourself. This course will help you discover what are the skills and gifts of personality you possess that will maximize your possibilities for success as an entrepreneur in today's global environment. Utilizing a variety of measurement techniques, you will discover your own personal work-style preferences, what tends to drive you, what energizes you and what builds your self esteem. You will explore which type of business opportunities might be the right ones for you, learn your own decision making style and in what work environment you function best. Based on this knowledge, you will create your own mission statement. Then in collaboration with other students, you will learn how to integrate this information with the various tasks required in getting a new enterprise off the ground. This includes: (1) identifying a specific service or product that meets a need in the global community, (2) creating successful marketing strategies; and (3) devising methods of developing the product or service you created. Pre-1999 Competencies: AL-2, HC-H, HC-X, PW-A. BA1999 Competencies: A-5, H-5, L-7, S-2-D

HC 162
MANAGEMENT THEORIES EXAMINED
Throughout history, theoretical approaches to managing people and programs have filtered into and influenced daily life. Some of these theories, such as the works of Machiavelli, take the form of great literature. Others come to us via the more mundane world of Dilbert cartoons. In any form, ideas about human interaction and productivity continue to shape our consciousness. In this course, students and faculty will examine a variety of documents related to management, and will examine them from philosophical, social, and business perspectives. Competences: A-3-X, H-2-X, H-3-X, F-X.

HC 163
EGYPT OF THE PHARAOHS: IN THE BEGINNING
The history of Egypt spans more than 5000 years to a time before the earliest writing and before the rise of trade networks, nation states and empires. For ancient Egyptians, human life was interwoven with the natural cycles of the world, the ebb and flow of the Nile River and the power and machinations of the gods. This course explores the cultures and eventual unification of the numerous city-states that dotted the Nile Valley into what we now call the Old Kingdom. Particular emphasis is placed on the relationship between politics and religion. Both oral and written research projects will be assigned. May be taken for only one competence. Pre-1999 Competencies: HC-1, HC-2, HC-Q. BA-1999 Competencies: H-1-E, H-1-F, H-2-F
HC 164
ROLES AND RESPONSIBILITIES OF ORGANIZATIONAL LEADERS
This course surveys a variety of leadership structures prevalent in dynamic contemporary organizations. Students in this one-competence course will investigate theories of active leadership, analyze organizational case studies involving effective leadership positions and experientially assess the usefulness and validity of conceptual models of leadership in the day-to-day world of viable organization management. Competencies: H-2-X, F-X.

HC 165
MARKETING CHALLENGES
In this five meeting course, students will examine the roles of marketing not only in the selling of products and ideas, but also as a vehicle for the dissemination of public information and socially relevant developments. Specific attention will be paid to television commercials and other forms of advertising. May be taken for only one competence. Pre-1999 Competencies: HC-D, WW. BA1999 Competencies: H-2-G, F-X.

HC 166
GLOBAL FUTURES: OIL, WATER, WAR, AND PEACE
Who determines who owns the oil, water, and other resources on the planet? What are the root causes of many of the wars in the Middle East, Africa, and South America? How do we, as the world's superpower, respond to these global issues? This course examines the fight for resources and connects these issues to questions of war and the new upsurge of non-violent action across the globe. We will read books and excerpts from these and other works: RESOURCE WARS: THE NEW LANDSCAPE OF GLOBAL CONFLICT, by Michael T. Klare; WATER WARS, by Diane Raines; DRUGS, OIL AND WAR IN AFGHANISTAN, COLOMBIA, AND INDOCHINA, by Peter Dale Scott; and POWER POLITICS, by Arundhati Roy. Guest speakers, videos, and other experiential learning will enhance these readings. Competencies: A-3-G, H-1-F, H-5, S-3-D. Faculty: Staff

HC 167
MAKING CHANGE AT WORK
This course is designed to help students develop an understanding and knowledge of organization development strategies. The concepts, dynamics and strategies of organizational development and change will be explored through exercises, lectures, and simulations. Organizational variables that are key to development and change efforts will be identified along with assessment and intervention techniques for impacting these variables. Pre-1999 Competencies: HC-5, HC-F, WW  BA-1999 Competencies: FX, H-2-C, H-2-D

HC 168
THE STORIES WE TELL: STORIES IN TODAY'S BUSINESS ORGANIZATIONS
Organizations are rich with stories. Most of us function as employees and leaders in organizational systems for a large portion of our lives, seeking seek meaning and satisfaction from our roles there. We establish relationships with others and create experiences. Business leaders have been exhorted to clarify and communicate a company's values, mission and vision as part of a process to align individual and organizational interests. The intended or ideal outcome of this alignment is to improve performance and, potentially, satisfaction. However, leaders aren't the organization's only storytellers. Every day the organization's practiced values, mission and vision can either support or undermine the espoused ones. At this intersection important stories result. These stories cannot be quantified on income statements or production reports. Yet I believe they can translate into more traditional performance measures when used to: solve problems, identify subcultures, find areas of support and resistance, identify gaps between espoused and practiced values, and point out areas for further exploration, eg. why two shifts tell different stories about the same topic. BA-1999 Competencies: L8, A-2-B, H-2-X. Pre-1999 Competencies: AL-A, HC-F, and WW.

HC 169
CROSSING BOUNDARIES: UNDERSTANDING SELF AND "OTHER"
This semi-structured Externship is designed to enhance students' understanding of themselves as individuals, as life-long learners and as members of the larger human community. Students will identify the internal and external 'boundaries' they have with regards to experiential learning. Experiential or service based learning will be implemented to enable students to 'cross boundaries' into new and unfamiliar territories. Pre-1999 Competencies: LL-7, and a pair of capstones.  BA-1999 Competence: L-9.

HC 170
WORLD RELIGIONS - UNDERSTANDING THE GREAT SPIRITUAL TRADITIONS
Recently the media has brought to light many facts and questions about various religious beliefs and traditions. At first glance, they might seem alien to us since we often lack any knowledge of those traditions. We may not always be equipped to see the similarities between our own beliefs and those of traditions that are foreign to us. In this course, we will examine the spiritual beliefs of some of the world religions, including,
but not limited to Christianity, Hinduism, Judaism, Islam, Buddhism, and others, so that we may gain a better understanding of our own spiritual beliefs as well as those of others. We will explore the similarities of the spiritual questions all religions address, such as the purpose of life; explanation of death, why evil exists; what is its role in the global context, etc. We will investigate the different cultures and customs of these religious traditions and see how they answer these common questions. Competences: A3X, H2X, H3X, H5.

Faculty: Pavlo Hayda

HC 171
WORKING IN AMERICA: POWER AND PREDICTIONS
In this course students will gain knowledge and insight into the meaning and value of American Labor history from the late 19th century to the present, including its global roots and progression. Emphasis is on how the past has shaped and still affects today's perspectives, decisions and actions, and on interactive discussion of issues and factors influencing the course of future labor behavior, including its current struggle for survival and meaning and value. This course will involve reading and writing exercises which are designed to analyze and interpret various content and context questions about the characteristics and circumstances involved in why American Labor decisions and behavior occurred in the past and present, and why and how they may/should occur in the future. Competences: H4, H2X, H3X. Faculty: William Henning

HC 172
HUMAN RIGHTS AT HOME AND ABROAD
This class is largely about the international human rights movement and how it has the potential to alter our thinking about social justice and the rights movement in the United States. In this class, we will ask ourselves the following questions: which rights should be protected by every society? Can there be universal human rights? Should developing countries be held to the same standard as developed nations? What are the major areas of concern internationally and how do these compare with human rights concerns in the United States? Are human rights for the individual incompatible with those for the collective or can the two co-exist? In this context, we will review the U.N. Declaration of Human Rights and other important treaties, NGO commentaries, and first person accounts of the international and domestic human rights movements. Students are encouraged to integrate their interests in both domestic and international human rights issues into the class discussion. BA-1999 Competencies: H4, H5, H1F, A3C. Pre-1999 Competencies: ALP, HCC, HCG, HCX Faculty: Nancy Davis.

HC 173
FEMINIST THEORY
This course is designed to provide you with an introduction to a variety of feminist theories (with marked emphasis on contemporary theories emanating from feminists based in the United States)-their connection to the social conditions of women's lives and to feminist activism for social change. We will examine how different theoretical perspectives address gender, racial, and sexual inequalities and the method(s) they propose for change. We will critically engage the theories in terms of how they address the commonalties and differences between and among women, particularly those grounded in race, class, and sexual identifications. This course is part of a 3-course Capstone Sequence required of all majors in Women's Studies, but it is open to SNL students seeking Advanced Electives or Capstones in the Human Community Domain. Pre-1999 Competencies: HC-9, HC-10. BA-1999 Competencies: E-1, E-2.

HC 174
CIVIL LIBERTIES IN EVERYDAY LIFE
This course is designed to expose students to the history, context and implications for American society of the Constitution and Amendments, more commonly known as the Bill of Rights. We will learn about the founders who created the Constitution, and also explore landmark court cases concerning historically significant issues such as privacy, right to bear arms, freedom of religion, abortion, and the right to die. We will discuss how this supreme law of our land impacts our daily lives and decisions. Pre-1999 Competencies: HC-C, HC-F, HC-G. BA-1999 Competencies: H-1-D, H-2-F, H-4

HC 175
BUILDING THE CLASSROOM OF THE FUTURE
This course is designed to assist students in understanding how the evolution of the global marketplace is changing the needs of students, the medium of instruction, the ways teachers in formal education, business and informal settings must now train, and the relationship between educators, private business, the state and civil society. Readings from the assigned texts and articles authored by scholars from around the world relating to new uses of information technology in education and training will be examined and discussed in small groups. Students will be challenged to understand and apply new teaching/training methodologies in their given fields of expertise more in keeping with the newly developing educational paradigm and to consider what policy changes should be implemented to facilitate broader adaptation of the new model and
broader participation of learners in their community. Competences: H1X, H4. Faculty: David Steiger

HC 176
COLLABORATIVE LEARNING IN THE WORKPLACE
This course explores the theory and practice of collaborative learning, particularly as it can be applied in the workplace. The only organizations that will be able to keep pace with rapid changes of our world are those which foster learning. And the only way we will continue to find our work in those organizations meaningful, constructive and engaging is if we cultivate our learning skills. One of the most important educational and professional skills we can develop today is the ability to engage in collaborative learning. Collaborative learning goes beyond good teamwork and group process. It makes it possible for groups to overcome organizational learning obstacles and work together in ways which are more creative and productive. This course will investigate current theories of collaborative and organizational learning. We will practice those skills in collaborative learning groups. Competencies: L7, A3D, H2C, H2D, FX. Faculty: Michael Skelley

HC 177
OUR SEARCH FOR MEANING
Philosophers, clergy, and social scientists have often alluded, over the centuries, to the importance of what might be considered our universal life task. Our search for meaning has the power to frustrate and/or enhance our life experience. This is often a highly individual process in that most people, regardless of their particular demographics or life situation, will consciously or unconsciously contemplate and/or struggle with this very life-defining issue, and no two people will have exactly the same experience. That is, both the manner in which this life task issue manifests itself, as well as the particulars of one's resolution will vary from person to person. This one competence, five week course will explore this most difficult yet essential developmental process and discuss several pertinent components related to it. The course will encourage creative thinking, stimulate group discussion, and include some experiential writing assignments. Pre-1999 Competencies: AL-O, HC-F, HC-T, WW. BA-1999 Competencies: A-3-B, A-3-X, F-X, H-3-X.

HC 178
INDIVIDUAL AND ORGANIZATIONAL TRANSFORMATION
This course will explore the dynamics of change in our individual and organizational lives. Our work organizations will only be recreated if we change our individual actions, habits, values and perspectives. And such fundamental transformations in our individual lives will only be possible if the organizations which permeate our society also change. Both types of change are forms of learning. Contemporary theories of transformative and collaborative learning open up new perspectives on the dynamics of change. We will explore the basic human values assumed and supported by these theories. And we will apply these theories and values to organizational situations. This course will include practice in collaborative learning. Pre-1999 Competencies: AL-O, HC-5, HC-H, WW. BA-1999 Competencies: L-7, A-3-B, H-2-C, F-X.

HC 179
GREAT MEN AND WOMEN: AUTOBIOGRAPHY AS HISTORY IN 20TH CENTURY AMERICA
Great Men and Women: Autobiography as History in Twentieth Century America Often when we study the life stories of individual Americans, they are those of notable political leaders, great military men, or famous entertainers. This course shifts focus away from "great men" and looks at the autobiographies of ordinary Americans whose life experiences can illuminate the crucial social/political developments and conflicts of their day. We will look at three major issues in the twentieth century: The Great Depression, The Atomic Bomb, and Social Protest and Conformity in the 1960s through the eyes of Americans who experienced them first hand. The readings will consist of compelling excerpts from oral histories and autobiographies. As we discuss the readings, we will analyze power relations between differing racial, ethnic, and economic groups in the United States and draw connections between individual experiences and global problems like poverty, atomic weaponry, and racial inequality. Students will either write short papers or conduct an interview with an individual that explores the historical significance of his/her life. Competencies: H-1-F, H-2-H, H-4.

HC 180
JUSTICE AND SOCIETY
This course will examine issues relating to power, justice, and inequality within the Chinese context. In this course, we will develop a model for analyzing these issues which will move beyond the specific instances of a particular culture. This course is taught in Hong Kong.

HC 181
LAW FOR EVERYDAY USE
Our system is founded on the belief that everyone is entitled to participate in the process of government. Free and open access to the judicial system is fundamental to American democracy, yet, as our system of law grows more complex by the day, we find ourselves more and more reliant on lawyers. This course is
designed to provide students with the basic skills to understand and navigate the system in the areas of law that are pertinent to our everyday lives. Various substantive areas of law including, but not limited to, marriage and divorce, work-related laws, real estate, health care rights, estate planning, immigration, juvenile law, and finance will be examined with emphasis placed on topics according to class preference and interest. Pre-1999 Competencies: HC-I, HC-K WW. BA-1999 Competencies: F-X, H-1-D, H-2-B.

HC 182
TEAMWORK AND FACILITATION
Contemporary professional interactions, especially those which are linked to work teams, must be managed in a conscious and proactive manner to ensure the success of the project and its place in a dynamic organization. Particularly useful for people involved in leadership roles within teams, this course introduces students to the motivating concepts within collaborative interaction at work, and provides a forum for applied learning and the practice of facilitation skills. Students will learn through diverse instructional tools, including simulation exercises and assessment strategies. Pre-1999 Competencies: HC-F, HC-B, WW. BA-1999 Competencies: L-8, F-X, H-2-X, H-3-D, H-3-X.

HC 183
THERAPEUTIC FILMS: WHY PEOPLE CHANGE
Students will examine changes occurring in feelings, behaviors, and thoughts as a result of development and growth through the use of therapeutic films. This course attempts to establish a conceptual framework for viewing the relationship between personal obstacles and resiliency. Students will analyze and present film critiques based on competencies. Through this process, we will remember to see the humor in life while viewing film topics that include: Abuse (Emotional, Physical, Sexual), Aging, Chronic Illness and Disabilities, Communication, Conflict Resolution, Death and Dying, Divorce, Emotional and Affective Disorders, Marriage, Substance Abuse, and Values and Ethics. Pre-1999 Competencies: AL-D, HC-B, PW-5, WW. BA-1999 Competencies: F-X, H-3-C, H-3-D, S-2-C.

HC 184
VIOLENCE AGAINST WOMEN: A HUMAN RIGHTS VIOLATION
This course will introduce students to issues of violence against women from cross cultural perspectives and will explore how this social problem relates to human rights violation. The course will give the definition of what is violence against women and what are the different forms of abuse used against women. This intense course will focus on evaluating these forms of abuse in diverse cultures, include India, Saudi Arabia, and the United States, as well as immigrant and minority communities in the U.S. This analysis will examine how social institutions in each of these cultures either contributes to the violence against women or addresses this issue. Through class discussion, lectures, readings and guest speakers, the various ways in which women are abused will be evaluated and discussed in an effort to introduce students to patterns of abuse from a global perspective. Competences: H-2-A, H-4, H-1-X, A-3-X. Instructor: Lu Rocha

HC 186
THE COLD WAR AND ITS IMPACT: AMERICA, RUSSIA, AND THE WORLD, 1945-TODAY
This course is a study of the central international reality of the years after the end of the Second World War, the Cold War confrontation between two world power systems: the United States and its allies and the Soviet Union and its associated states. We will investigate the cause, course, and termination of the Cold War and examine how that struggle shaped the foreign policy decisions of the United States and the Soviet Union, and impacted the history of the world and its nations over the past sixty years. For this class, our focus will be less on what happened but rather why as we search for a usable interpretation of the past. The various interpretations of this period and the foreign policies of the US and the USSR are very controversial and hotly debated among historians. We shall examine these controversies and the different views and voices of historians examining the period using disparate lenses of analysis and review of primary source material. Among the questions we will explore are: Was the Cold War inevitable; What role did ideology play in the development and maintenance of the international system during the Cold War period; What values prompted decisions made by leaders in each nation; What impact did the Cold War have on peoples and nations throughout the world especially in the Third World; and What is the impact from the Cold War on the crises we face today? Competences: H-2-A, H-4, H-1-X, A-3-X. Faculty: Kevin Kirberg

HC 187
LATINA LIFE STORIES
This class will explore the diversity of the U.S. Latina experience through themes of migration, home and place, paid work, caring work, education, gender, and race. Through life stories and fictional works, students will examine what it is like to be a migrant or immigrant; to live in more than one culture, as a bicultural and multicultural, bilingual or multilingual person; to negotiate responsibility and desire, as a woman, mother, daughter, partner, to name and live one’s sexuality; to be a provider, a caregiver, an activist and a
EXPLORING LAW IN AMERICA: ITS HISTORY AND RELEVANCE IN TODAY’S WORLD
This course is designed to enhance students’ awareness of how critical American law is for their personal, professional, and community life. The purpose is to help students achieve a better grasp of current realities through understanding of the history, the structure, and inherent problems of the American legal system. The course will discuss the role of lawyers and the public in the legal process (e.g. the role of civil rights groups and lobbyists in forming laws). It will begin with the colonial underpinnings and the essentially Western and British foundations of the American legal institutions. There will be some discussion of alternative legal systems. It will then review the American Constitution, the nature of a federal system, and specific topics in American law. These topics will include the basic rights in our system, and the law as it has evolved in dealing with race (“the strange career of Jim Crow”), speech (free and otherwise), labor (its rough course), criminality and its outcomes, religion (how religious is the law), and business regulation (how much can we trust antitrust). If time permits, we may discuss tort law and some aspects of courtroom practice and procedure (the TV side of the law). The course will be relevant for students interested in the law as a career, the law in the workplace, the law in not-for-profit settings, and those generally interested in the law in business contexts, as well as those seeking to understand the role of the law in our social and cultural context. We will use one major textbook, as well as selected readings on topics. Students will be asked to bring their own experiences with the American legal system into our discussions and to share their perspectives of the various topics. Competencies: A3X, H1D, H4, FX. Faculty: Frederick Bates
AMERICAN PRESIDENTS
This course will trace the development of the American Presidency by concentrating on the lives of some of the leaders who have been elected to the Presidency over the past two centuries. We will seek to find out their histories, what motivated them, what ideals they held sacred, what programs they proposed, how they reacted to crisis, how they protected and improved the nation during times of war and peace. We will examine the key issues and problems that confronted these Presidents and shaped the history of our nation. Students will read different biographies of two Presidents, and individually report their findings to the class for discussion and comparison. We will also follow the unfolding events of the 2000 campaign.

HC 192
E-CONOMICS: ECONOMICS OF THE INFORMATION AGE
See also http://www.depaul.edu/~ratrista Are you wondering how the Internet demands new and reconfigured business strategies? Or, what are the changes in the structure of industries with e-commerce, B2B commerce and increased connectivity? This course introduces the student to the principles of economic theory with an emphasis on information management and information technology. The course covers several concepts and surveys the impact of the current information age explosion fueled by technology using historic and economic perspectives. The conceptual component of the course will introduce students to economic principles, models and analytical tools (supply/demand, economic value, marginal cost, i.e.). The portion of the survey of the impact of the current information age will expose students to relationships of causes and effects in the changing business environment. The interrelationships between historic and economic perspectives will become evident, enabling the student to better understand current events in today's information age.

HC 193
SOCIAL WORK AND THE DEVELOPING SELF

HC 193
THE AFRICAN AMERICAN FAMILY
This course will explore key questions regarding the development of the African American family within the context of institutionalized oppressive forces endemic to American society. During the course we will survey several theories that have been prominently used to characterize the African American family's development and their efficacy as tools in this endeavor. We will also use genealogical research methods to understand the dynamics of family development. Students will conduct research into their own family's history by using oral history techniques and will learn how to document and reconstruct kinship ties as far back as class time and records will allow. Through this process, students will gain a broader understanding of the African American family as it has evolved in response to the stressor imposed upon it throughout American history. Furthermore, learners will consider issues related to the construction of American society, the role of African Americans in it, and the ways in which these issues influence African Americans in all aspects of their relationship to the larger society. Each student will be expected to turn in a final research report based on readings and research. The final research report will consist of a family tree and a discussion of family development based upon the ideas presented in the course discussions and the readings. The text for this course is: A Place Called Home: An African American Guide to Genealogy and Historical Identity, by Dee Parmer Woodtor.

HC 194
CAREERS, SELF AND SOCIETY
This course will explore various components of the individual's personality, self-definition, and the factors that contribute to the particular career choices made by some individuals. The psychological concept of "goodness of fit" will be addresses with regard to how well matched individuals, with certain characteristics, are with their special career choices. This course will further study the ways in which an individual and her/his career choices will influence, as well as be influenced by society in general. Students will be challenged to integrate information from the disciplines of psychology and sociology and creatively apply this knowledge to personally relevant individuals/situations.

HC 195
USING COMMUNICATION TO REDUCE CONFLICT IN ORGANIZATIONS
Much stress and conflict in the workplace is caused by the inability of some people to use practical communication skills (such as listening, negotiation, and problem solving) in various settings including interpersonal exchanges, intercultural interactions, meetings, and public presentations. When individuals
understand the interactive communication process and are more competent communicators in the workplace, both stress and conflict are managed more effectively. As a participant in this course, you will be asked to consider your own business and professional experiences as we discuss communication breakdowns that compound stress and conflict and what strategies that will help to reduce the stress and manage the conflict in the workplace. The role of technology in business communication, especially in relation to stress and conflict, will also be analyzed. To address various learning styles, the course facilitator will use a variety of formats including interactive lectures, discussions, role playing, case studies, presentations, outside speakers, videos, readings, and other activities. Your input is welcome, and you are encouraged to make suggestions throughout the course concerning topics and activities and to adapt any oral and written presentations to those areas that are important to your particular Individual Focus Area and/or Learning Plan. Check web registration information for day and registration numbers. Pre-1999 Competencies: HC-B, AL-P, PW-B. BA-1999 Competencies: H-2-D, A-3-C, S-3-X. Faculty: Susan Timm

HC 196
FACILITATING GROUP DYNAMICS
Contemporary professional interactions, especially those which are linked to work teams, must be managed in a conscious and proactive manner to ensure the success of the project and its place in a dynamic organization. Particularly useful for people involved in leadership roles within teams, this course introduces students to the motivating concepts within collaborative interaction at work, and provides a forum for applied learning and the practice of facilitation skills. Students will learn through diverse instructional tools, including simulation exercises and assessment strategies. Pre-’99 Competencies: HC-F, HC-B, WW. BA’99 Competencies: L-8, F-X, H-2-X, H-3-D, H-3-X. Faculty: Brent Mallek.

HC 198
WIRED UP! TECHNICAL JOURNALISM
This course will explore the reporting of highly technical, cutting-edge subject matter to a mass audience. The course will cover journalistic and technical writing skills using examples and assignments drawn from the military, aerospace, maritime, biomedical and electronics fields. Students will also learn to effectively research a story, conduct interviews and to analyze and place a single technological issue within a global perspective to find the story beyond the press release. Pre-’99 Competencies: HC-D, HC-F, WW. BA’99 Competencies: H-2-G, H-2-X, S-3-F, S-1-E, S-3-A, F-X. Faculty: Charles Cooper

HC 199
MANIFESTATIONS OF BELIEF: RELIGION VS. THE CONSTITUTION DURING THE HOLIDAYS
The United States Constitution guarantees freedom of religion to its citizens. What is freedom of religion? How is this basic right interpreted? How far can the individual citizen go in demonstrating religious belief? When do the rights of the many supersede the rights of the few? These questions have been particularly prickly over the last few years when objections to the recitations by school children of the Pledge of Allegiance, and the display of religiously oriented holiday decorations have made national news. Where do you fall on these issues? Is it OK for New York City to have a big Xmas tree in Rockefeller Center? Do you mind if your neighborhood church displays a creche on its front lawn? What about the town hall? In this course, students will examine holiday displays around town and assess their relation to freedom expression and freedom of religion. Students will also consider the nature of free societies, their relationship to community values, and the ways in which difference is valued, or not valued, in contemporary American culture. Competences: H4, A1X, H2X, H3X. Faculty: Jean Richine

HC 200
GUIDED INDEPENDENT STUDY: HUMAN COMMUNITY
Guided Independent Study: Human Community

HC 201
AFRICAN AMERICAN FAMILY HISTORY AND GENEALOGY
This course is an introduction to African American family history using research on one’s own family. Starting with the family’s oral history, students will learn how to document and reconstruct kinship ties as far back as class time and records will allow. Through this process, students will gain a broader understanding of the African American family as it has changed throughout American history. Each student will be expected to turn in a final research report based on readings and class research visits. The text for this course is the instructor’s book, A Place Called Down Home: An African American Guide to Genealogy and Historical Identity. Competences: H1F, H2A, H3B, A3X.

HC 202
VALUE-DRIVEN ORGANIZATIONS
What is a value-driven organization? How does such an organization make decisions, treat employees, and
HC 203
LIVING AND WORKING IN A GLOBAL 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 small group research and presentation. Guest speakers will be invited to share their experiences with the class. Competencies: L7, E1, E2, FX, H1E, H1A, H5 Faculty: Miriam Ben-Yoseph

HC 204
LOCAL GOVERNMENTS
Is all politics local? Through lectures, discussions, readings, interactive simulation exercises and written and oral presentations, students will examine the role of local governmental bodies such as cities, townships and schools throughout the world. We will explore how the activities of local governments have been shaped by social, political and economic forces, and analyze local decision making and approaches to governance as impacted by custom and culture. Pre-1999 Competencies: HC-1, HC-2, HC-3. BA-1999 Competencies: H-1-C, H-1-E, H-1-F. Faculty: Philippe Weiss

HC 205
FROM ATZLAN TO CHIAPAS: MEXICAN HISTORY AND CULTURE
Mexico is the world's most populated Spanish speaking country as well as the United States' largest trade partner. It is a diverse linguistic and multiethnic crossroad in the heart of North America. This course is an introductory survey of the rich historic tapestry of Mexico. It will survey pre-Colombian civilizations such as the Olmec, the Maya, and the Aztec. The course will also analyze the Spanish colonization, the struggle for independence, the Mexican-American War, the French occupation, the Revolution in 1910 and the recent social upheavals in Chiapas. In this historical backdrop, students will also examine the socio-cultural icons Frida Khalo, Diego Rivera, Sor Juana Inis de la Cruz, and the Virgin of Guadalupe. Students will demonstrate competence through various writing assignments. Competencies: H5, A-1-D, A-1-E, H-1-F.. Faculty: Robert Sanabria

HC 206
GROUP PROCESS AND FACILITATION SKILLS
Whether we're good at it or not, and, whether we like it or not, we are fairly likely to live, work, and play with groups of people. How we live, work and play in and with them is one of the essential ingredients to satisfying and beneficial relationships. This course explores the field of group processes and dynamics - the study of how groups of people engage with one another and the impact that they have on productivity, effectiveness and personal satisfaction. Using case studies, simulations, role plays, and individual work, social, and familial experiences, we will examine the foundations of human interaction and the basic processes that drive and shape our behavior vis-a-vis others. We will also explore the impact that our behavior has on group effectiveness and solidarity, and design and practice with ways to increase group effectiveness and cohesion. Topics include the stages of group development; issues of inclusion, power, influence, control and openness; group decision making; managing differences within the group; leadership; enhanced group performance; group process interventions; and group facilitation. Competencies: H2D, H3D, L7, FX. Faculty: Anthony Colanboni

HC 207
MEDIASMART-UNDERSTANDING AND DEMYSTIFYING AMERICAN MEDIA
This course will focus on the principles of media literacy, with a secondary emphasis on media's effects on society, culture and the individual. We will learn how to analyze, evaluate and create messages in a variety of media channels (television, newspapers, magazines, internet, radio, etc.) and formats (news, entertainment, advertising, etc.). We will learn about the business of media, its role in a democracy and how it represents gender, race, social class and sexual orientation. We will read books and articles; view television programming; examine newspaper and magazine articles; analyze websites. Students will "deconstruct" media in order to better understand how messages are constructed and designed to influence their attitudes, beliefs and behaviors. The course is designed as an interactive learning experience, where students and the instructor learn from one another. Students will leave the course more savvy about American media and the thousands of messages that are communicated to them everyday. Competencies:
THE HEART OF THE ENTREPRENEUR
Entrepreneurs are an integral part of a thriving economy yet the aspects of successful entrepreneurship remain a mystery. This course takes a detailed look at the characteristics of successful and unsuccessful entrepreneurs, enabling the students to acquire a personal understanding of what it takes to start a new business venture. This course is interesting, fun and rewarding especially for those interested in starting their own business. Ed Paulson is a Silicon Valley insider, successful entrepreneur and published business book author. Competencies: A-2-X, H-3-C, F-X. Faculty: Ed Paulson  (www.edpaulson.com)

USING FINANCIAL INFORMATION
In this course, students will learn practical applications of the fundamentals for making financial and investment decisions. Students will work with cases and problems drawn from business experience. They will work with economic and philosophical theory, as well as economic data, and learn to understand such concepts as supply and demand, competition and monopoly, and the money supply. Students will become familiar with financial information, learn how to assess financial risks and rewards, and become conversant with the terms, symbols, and abbreviations that are used in current business publications. Pre-1999 Competencies: WW, HC-E, HC-Q. BA-1999 Competencies: H-2-F, H-2-X, F-X. Faculty: Alan D. Cohen

PRINCIPLES OF MARKETING AND RELATION TO ORGANIZATIONAL LEADERSHIP
This course will provide a better understanding of both the principles of marketing and the importance of organizational leadership in successfully executing a marketing program. We will learn both marketing principles and practical applications within a commercial organization. The main objective is to provide "non-marketers" with an overview of the marketing function, the construction and development of a marketing plan, and an understanding of how the marketing department must integrate itself within the organization. Additionally, we will gain a better understanding of organizational leadership and followership strategies for humanizing both the workplace and the marketing department. Pre-'99 Competencies: HC-F, WW. BA'99 Competencies: H-2-D, H-2-X, F-X. Faculty: Terry P. Mollan

LIVELIHOOD, WORLD TRADE, AND FOOD SECURITY
The creation of corporate wealth affects the livelihood and well-being of millions of people. In this course we examine what guides corporate decisions, and whether or how they are supported by political structures or institutions. We start out by developing a notion of social and individual welfare and discuss corresponding ways of living and working. Equipped with this perspective we analyze the values implicit in the global economy, and how it structures people's daily working and living. We examine what it means to work for one of the corporate giants, and how international trade organizations have created an invisible government that affects the sovereignty of nations and their citizens. In particular, we investigate how the agbiotech industry ties the power of genetic engineering to the mandates of a global financial system. The question whether we have the wisdom to play God and reshape the essence of life underlies our discussion of transgenic food production. This course requires substantial amounts of readings, three short response papers, and a presentation that is part of the final paper. Competencies: H4, H5, S3E, A4; students with a Work Studies Focus Area can also sign up for an FX (equivalent to F3, F4, or F5). Faculty: Mechthild Hart

CRIMINAL JUSTICE, CRIMINAL VIOLENCE
This course examines the causes of violent crime in America and the criminal justice system from arrest through corrections. Attention will be given to the increase in the amount of violent crimes committed, the increasingly brutal and wanton nature of those offenses, the causes of these developments, and possible solutions to this problem. In addition to assigned readings, students will learn from faculty lecture, group discussions, and an independent research project. Additionally, one day will be spent at the Cook County Criminal Court Complex meeting with criminal justice system experts, viewing trials in progress, and touring Cook County Jail. Competencies: H-1-B, H-2-A, H-2-G. Faculty: Jack Moran

THE UNITED NATIONS AND INTERNATIONAL CORPORATIONS
As international corporations gain more power and influence, United Nations organizations, programs, agencies, and funds are establishing dialogues to bring businesses into the international system. This course will explore the foundation of the international system used today to address the world's most pressing issues and explore these new partnerships, risks and opportunities. Students will use video conference sessions with...
Ambassador Kamal, the course web page, class discussions, readings, and researching their term paper to become more able to thrive in a global system. Requirement: Access to the Internet prior to class.

HC 214
COMMUNIST CULTURES: EASTERN EUROPE AND RUSSIA
In this course, we will explore many questions about culture in the Soviet Union and the Eastern Bloc after World War II. We will focus on the cultural history of Russia, Poland, and the Czechoslovakia during this period and work to understand how the art, literature, and film of these nations both reflect and create this history. Specific questions we will address in the course are: What is the nature of totalitarian rule? What is the difference between "official" and "unofficial" art? What does it mean to create a work of art in a totalitarian state? How did culture vary in the different Communist countries? What can the arts tell us about history, and how do they present a worldview? We will watch films by such directors as Tarkovsky, Wajda, and Svankmeyer and read works by such authors as Solzhenitsyn, Szymborska, and Kundera. Students in this course will write one short and one long expository essay. Pre-1999 Competencies: A-1-C, A-3-C, A-5, H-1-E, and H-2-G. Faculty: Simon Greenwold.

HC 215
WHO'S LYING TO YOU NOW?
The purpose of education, said the authors Neil Postman and Charles Weingartner (“Teaching as a Subversive Activity”) is to give students a built-in "crap detector." Do you have one? And if you do, is it sounding shrilly night and day? This class will offer students several frameworks for critical thinking and media literacy. We'll look at who is lying to you and where the lies are coming from. We'll look at prominent sources of messages from the worlds of advertising, politics and public life. We'll look at topics such as what is a "fact," transparency on the Internet, who gets to be an "expert spokesperson," and how to recognize your own biases and assumptions. It may be hip to be cynical, but too much cynicism corrodes democracy and keeps us from participating in our communal life. This class will use a variety of media, lecture and visits from real experts on the subject of fraud, messaging and propaganda. Competences: A3C, H2A, H3X, FX. Faculty: Tom Tresser

HC 216
VOLUNTEERISM IN AMERICA
The purpose of this course is to expose students to the historical and contemporary state of volunteerism in the United States. We will explore the scope of volunteer activity; the variety of roles fulfilled by volunteers in nonprofit organizations and, ways to effectively recruit, train and manage volunteers. Assignments and conversations will encourage students to examine the benefits and hazards of voluntary activity from the perspective of clients and organizations. A significant portion of the learning experience in this course will take place outside the classroom. Students should be prepared to engage in experiential learning and to examine their own perspectives on volunteerism.

HC 217
THE AMERICAN FOUNDING
What ideas primarily influenced the framers of the Constitution in drafting the document they did? Where did those ideas come from? How did those ideas evolve during the revolutionary, constitutional and antebellum periods? This course will explore what the framers themselves might have had in mind in crafting the founding documents, examining both the ideas on human nature and government of their intellectual forebears, the ways in which the framers applied those ideas to their own specific problems in founding the American regime and the experience of the post-founding generation in wrestling with the solution the founders devised. Contemporary debates about interpreting the Constitution tend to focus on either what the document says ("strict construction") or how it might best be interpreted or applied for contemporary purposes (the "living constitution"). Less frequently considered are the ideas, models and images the framers had in mind about human nature and the character of government itself when they set about the task of founding the new nation. This course will review the founding documents with these issues in mind. It will begin with a survey of the major philosophical influences in the 150 years before the founding period, with excerpts from the writings of such figures as Hobbes, Locke, Montesquieu and Blackstone. Next, it will consider the framers’ own writings during the early revolutionary period leading up to the Declaration of Independence and the drafting and adoption of the Constitution. Finally, it will look at the post-constitutional debates regarding federalism, the separation of powers and slavery. Throughout the course consideration will be given to how useful these ideas are for the contemporary interpretation of the Constitution. Competencies: A3G, H1C, H4, FX. Faculty: Robert Shapiro

HC 218
THE INSTITUTION OF URBAN HEALTH CARE
This course will examine the health issues of people who live in large metropolitan areas generally, with a specific concentration on the treatment of the mentally ill. We will also look at the political economy of urban
health care delivery. Many cities like Chicago are experiencing an increase in the numbers of individuals diagnosed with mild, moderate and/or serious Mental Illness. Often these individuals are dually diagnosed with Substance Abuse, TB and/or HIV/AIDS. This increase brings with it the exacerbation of social pathologies such as violence and homelessness. At the same time, the health care providers are consolidating, and many community treatment facilities have closed, putting additional strain on the public health care system. We will discuss the response of several large cities to these challenges and the relative influence of their own urban economics upon that response. Each class will be devoted to discussion and analysis of specific topics. The topics will be indicated in advance for each class. The course will be conducted primarily in a seminar format, which requires that each student come to class prepared to participate in the discussion.

Competencies: H-1-H, H-2-A, S-3-B, F-X. Faculty: Constance Williams

HC 219
THE HOLOCAUST AND ITS IMPLICATIONS FOR THE FUTURE
The history of the Holocaust represents one of the most effective subjects for an examination of basic moral issues. An inquiry into the history of the event provides vital lessons for an investigation of human behavior. A study of the Holocaust also addresses one of the main tenets of American education, which is to examine what it means to be a responsible citizen. This course combines a study of the Holocaust with a visit to the United States Holocaust Memorial Museum, the nation's official memorial to the Holocaust. Participants will be able to tour the permanent exhibition at the Museum, visit the Wexler Learning Center which is a computer database of facts and data relating to the Holocaust, and then participate in a seminar with several Museum and Holocaust experts. At DePaul, we will focus on major events leading to the Holocaust and study the groups central to any analysis of the Holocaust: perpetrators, victims, rescuers and bystanders. We also plan to meet with Holocaust survivors. This is extremely important to do now since there is still time to meet and to discuss the Holocaust with eyewitnesses of the events. Competencies: L-7, L-10,11, H-5, E-1, E-2 . Faculty: Miriam Ben-Yoseph Ambassador John F. Kordek

HC 220
SPIRITUALITY, CULTURE AND TECHNOLOGY
Is spirituality something that one "does" after giving up on organized religion? How does the individualism of American society influence our choice of spiritual paths? Is spiritual life possible in a culture dominated by consumerism? How does our experience of family, the economy, and political life affect our spirituality? Does technological thinking subvert or support spirituality? What myths underlie the spiritual paths that appeal to many contemporary Americans? As we address these questions, we will evaluate five different understandings of the relationship of spirituality to culture. We will address the different "languages" that modern Americans use to describe their experience of the self, society, nature and ultimate reality. Our discussions of seminar readings will consider the various authorities that can underlie our spiritualities. We will also consider how different understandings of the natural world may affect our attitudes about society.

HC 221
FAMILY VALUES: PARENTING IN CULTURAL CONTEXT
In this course participants will have an opportunity to think about their family values and goals for their children. Individuals will first reflect on how their own ethnicity, culture, gender, social class, etc. impacted their values and self development and identity. They then will collaborate with classmates to see if there is some consensus on shared or universal values. By listening to others value choices we better understand our own values and the challenges of putting our beliefs into practice. Participants can partner to help each other plan an interaction with someone with very different values e.g. talking to a fellow parent who believes in spanking. How can we do this in a respectful way? We will use Harriet Heath's book "Using your values" to answer that question and guide our journey. BA-1999 Competencies: L7, H5, A3A, H1B, H3B. Pre-1999 Competencies: AL-N, HC-C, HC-H, HC-X. Faculty: Dana McDermott is a developmental psychologist and certified family life educator and a member of the SNL Resident Faculty.

HC 222
LANGUAGES AND CULTURES OF THE WORLD
Language - culture touches many of the most vexing and intractable contemporary sociopolitical problems, and may very well be a pathway for solutions as well. Through selected discussions, presentations, and readings, students will confront the key issues involved in language-culture. The process will focus on self-discovery as the chief method of relating to and understanding the practical ramifications of a world with a variety of world views expressed through cultural and linguistic means. Students can expect to broaden their own horizons considerably as they participate in group discussions of contemporary issues and problems. Students will select and define a specific topic for research and present findings to the group. The linguistic-cultural skills acquired through group discussion, class interaction, and guided research will equip students for

HC 223
A WORLD IN TURMOIL: EXPERIENCE IN THE UNITED NATIONS
Although this is a Fall course, deadline to sign up with instructor is June 15. Students will prepare for and attend the 60th annual NGO/DPI conference at the United Nations in New York City with 2,000 people from 100 countries. The conference - Climate Change: How it Impacts us All? is on September 5, 6, 7, 2007. This course begins with three classes in August to prepare for the United Nations conference. Everyone travels to New York on their own and makes their own hotel reservations or can stay with friends. Course content focuses on the issues of climate change and especially the role of NGOs. There will be three follow-up classes in September. Expenses include tuition, travel to/from New York City, lodging in New York City, conference registration fee of $35, and SNL course fee of $110. Competencies: H1C, H1F, H2A, H5, H2H,FX, LEX (L10,11). See: http://condor.depaul.edu/~pszczerb/ngo2007.html for syllabus, etc.

HC 224
UNDERSTANDING AND CREATING ADVERTISING
The average American is bombarded with at least 6,000 advertising messages a day. While highly controversial, advertising is key to our consumerist and capitalist society. This course will focus on the basic principles of advertising, including media, creative development and production; the history of advertising; and the uses of marketing research to develop an advertising campaign. Students will read books, articles and view videos on advertising. They will be asked to write 2-3 short analyses of their reading assignments, and use the advertising encountered in everyday life for a series of 2-3 analytical assignments. There will also be a short paper on the advertising topic of their choice. The class will work in teams to develop and advertising campaign that will be presented during the last day of class. Outside speakers currently in the advertising profession will be invited to the class. Competencies: L7, H1C, H2G, FX. Faculty: Dorothy J. Balabanos

HC 225
THE CHANGING FAMILY
Families have undergone dramatic changes in the past fifty years. Internal factors (i.e., divorce, drug abuse, and family violence) and external factors (i.e. poverty, war, and unemployment) can reshape family dynamics. This course will focus on family systems theory and structural functionalism to understand and enhance family relationships, particularly during transitions. Students will practice effective communication strategies and complete a project that demonstrates an understanding of how families successfully adjust to challenges. You may register for only one competence. Pre-1999 Competencies: HC-A, HC-B. BA-1999 Competencies: H-2-A, H-3-D. Faculty: Cynthia Sims

HC 226
CITY SHAPERS
Chicago has been a city of "characters." This course will examine the lives of people who have made specific contributions to Chicago and its history as entrepreneurs, politicians, social reformers, artists, builders, and spiritual leaders. Key economic, political, and social developments in Chicago's history will form the overall framework for the study of individual contributions. When appropriate, comparisons will be made with individuals who shaped other urban centers. Students will gain a working knowledge of Chicago's history and culture in this course, and an appreciation of the men and women who shaped the city. Competencies: A-1-X, A-2-C, H-1-X, F-X. Faculty: Timothy Hill

HC 227
LEARNING SPACE/WORKSPACE
Transformative learning is one of the most active new areas of adult learning practice and research. This type of learning centers on adults' experiences of significant shifts in their perspectives, ways of making meaning, and self-concepts as they engage in new learning and sometimes disorienting life experiences. It also includes the development of new capacities and positive changes that lead to increased freedom, flexibility, and confidence. This course is for anyone who is interested in being more mindful of transformative learning opportunities in their own life, and who wants to learn to make space for transformative learning in a range of educational and organizational settings in the role of educator, trainer, facilitator or manager. This is a highly participatory course where students will learn key theories of transformative learning as they reflect on their own learning experiences, and those of their learning colleagues. In addition to their own experiential learning and reflection, students will collaboratively develop strategies to guide such learning in their own work and practice settings. Competences: A3A, H1I, H3G, FX. Faculty: Pamela Meyer

HC 228
PRESENTATION SKILLS FOR THE WORKPLACE
This five week course will introduce students to presentation skills needed in the workplace. Students will discover the importance of speaker integrity, listening habits, and audience considerations. Through practice, students develop self-confidence and competence in the mechanics of preparing and researching, organizing, outlining, and finally, delivering the presentation. Students will choose to deliver an informational or persuasive presentation. Emphasis will be placed on group problem solving and leadership communication. You may only register for one competence. Pre-'99 Competencies: HC-S, WW. BA'99 Competencies: H-3-E, F-X. Faculty: Don McKay

HC 229
CIVIL RIGHTS: A MODERN APPROACH
What exactly are "civil rights"? Where do these rights come from and how does modern society deal with them? This course will deal with constitutional protections and safeguards currently called "Civil Rights". We will explore the role of government in these civil rights and how that role has evolved. Students will analyze various court decisions, current events and their own experiences in order to examine the relationship between government agencies (such as police and fire departments and boards of education) and citizens. Pre-1999 Competencies: AL-C, HC-2, HC-A, WW. BA-1999 Competencies: A-1-D, H-1-F, H-2-A, F-X. Faculty: Geri Yanow

HC 230
FAIR HOUSING ISSUES

HC 231
CONFLICT RESOLUTION
The manner in which members of a society approach the resolution of conflict says much about that society. In American society, conflict resolution carries increasing significance. Methods employed to settle disputes have ranges from dominance and suppression to consensus. Somewhere between these extremes fall the institutional forms of negotiation, mediation, and arbitration. This course will focus on the negotiation, mediation, and arbitration processes: what they are, how they work, and to what extent they can be employed successfully. They will be reviewed from the perspectives of individuals, relations, and the environment will be relationship between companies and unions. Students will learn from professionals how actual labor negotiations are conducted.

HC 232
LOVE: UNDERSTANDING AN EMOTION
What is this thing called love? This class on romantic and sexual love gives you the chance to reflect this question. Led by an instructor whose teaching style is Socratic Method, this class stresses critical reading and conversation. Classic and contemporary voices whom we will hear range from Sappho and Ovid, through Heloise and Abelard, Freud and Jung, to Elizabeth Rapaport and Annette Baier. To facilitate their active participation in the seminar discussions, students will prepare microthemes, brief reflections on the reading assignments. Pre-'99 Competencies: HC-2, HC-4, AL-5. Faculty: Patrick J. Keleher, Jr.

HC 233
ECONOMICS

HC 234
SOLVING URBAN PROBLEMS
This course will focus on the goals-oriented problem-solving approach to urban problems - identify the problems, formulate-goals and objectives, generate alternative solutions, measure the anticipated impacts, evaluate the alternative solutions, select the recommended solutions, and then implement it. Useful methodologies with applications to housing, crime, transportation, community development, and other urban issues will be described. The course will provide an opportunity for students to apply problem-solving techniques, thereby increasing individual problem solving skills.

HC 235
ADVANCED CONVERSATIONAL ENGLISH
Advanced Conversational English

HC 236
GENDER AND POWER-GLOBALLY
Think globally and act locally! This course offers students the opportunity to integrate community service with
scientific ideas and new technologies? Can technologies be abandoned once they've been designed, or is and technologies determine our social and personal lives, or do everyday lives determine the creation of where do they come from? How do engineers and designers build new technologies, and why? Do science ways we live, work, and think about ourselves and the world around us. Yet what are scientific ideas and The ideas of science and the creations of technology are ubiquitous in the modern world. They influence the FROM BASKETS TO BOMBS: HOW DIFFERENT CULTURES CREATE AND USE NEW TOOLS HC 240 HC 239 LEADING PEOPLE EFFECTIVELY HC 238 MALTA: THE SACRED QUEST
the development and implementation inevitable? This course explores these questions by examining the connections between science, technology, and society. Pre-1999 Competencies: AL-B, HC-2, PW-B, PW-J, WW. BA-1999 Competencies: A-2-C, H-1-F, S-1-E, S-3-A, F-X. Faculty: Don Sorsa and Todd Morgan

HC 241
STAGES OF ADULT DEVELOPMENT
This course helps students understand their stages of growth. We will examine traditional theories as they apply to our own experiences and to the experiences of our families and friends. Lectures, and small and large group discussions will be used as part of the learning process. Students are required to keep an ongoing journal of their feelings and ideas regarding life experiences as they relate to various theories of development. Pre-1999 Competencies: HC-4, AL-D. BA 1999 Competencies: H-3-A, H-3-C. Faculty: Marilyn Rochon

HC 242
THE WAR OF THE REBELLION
The impact of the American Civil War was wider than the resolution of slavery and a few constitutional issues. It had a global effect in that it took conflict to a new and terrible level. From our perspective we can see, through the smoke of this conflict, the obliteration of Dresden and Hiroshima in our time. Through lecture, discussion, readings, the evaluation of two papers and a critical book review, students will review key issues of this, the greatest American conflict. Pre-1999 Competencies: HC-2, HC-3. BA-1999 Competencies: H-1-C, H-1-F. Faculty: Rob Connor

HC 243
STRESS MANAGEMENT AND BEYOND: WELLNESS AS A WAY OF LIFE
This course examines stress as a symptom of a lack of overall wellness in the human system. In addition to exploring causes and effects of stress, students will be given the opportunity to learn about the relationship between wellness and breathing, sensing, eating, moving, feeling, thinking, playing, working, communicating, finding meaning, and creative expression. The course provides students with the opportunity to assess their own placement on the stress-wellness continuum and to investigate the attitudes beliefs, and habits that prevent them and others from expressing their highest potential and realizing optimal health. The learning experience will include participation in a variety of exercises and techniques focused on enhancing awareness and integrating the theory and principles of wellness we will study. A demonstration of Neuromuscular Integrative Action (NIA), journaling, reaction worksheets, and individual competence-based projects are designed to enrich the learning experience. Competences: H3F,S2A, S3B. Faculty: Carol Friedman

HC 244
FACILITATING ORGANIZATIONAL CHANGE
The changing capabilities of today's companies rest in the quality and competence of all employees. Effecting change from a holistic perspective requires change agents get to the root cause of problems and consider cross-functional and interdisciplinary approaches to solving business problems. The emerging demand for effective management raises several questions: What is it that we do well or should do better? How can we be more responsive to market needs? How can we do things right the first time? How can a holistic approach to change allow more effectiveness in addressing business challenges. Through readings, case studies, lectures, discussion, guest speakers, group projects and written assignments, students will examine holistic approaches to change, assessing organizations and their external environments, manager's roles, and the implications of diversity and technology. Pre-1999 Competencies: HC-5, HC-F, WW. BA-1999 Competencies: H-2-C, H-2-X, F-X. Faculty: Ulwyn L. J. Pierre

HC 245
ADULT DEVELOPMENT AND THE MANAGEMENT OF CONFLICT
In the past, our usual method for presenting, analyzing and resolving conflicts has centered around legalistic argument. However, new methods, such as mediation, and recent theories of cognitive and moral growth suggest a shift to more inclusive, 'worldcentric' models. In this course, we will identify personal, work-related, community, and literary conflicts and apply methods of conflict resolution and theories of adult development to them. The course will be writing-intensive: students will use writing to reflect on their learning to summarize experience and information, and to describe and analyze conflicts. In addition to readings, small group work, role playing, class discussion, and a paper, students will work to identify the 'stories' told about conflicts and the beliefs that underlie them. Pre-1999 Competencies: HC-4, HC-B, AL-D, WW. BA-1999 Competencies: H-3-A, H-3-C, H-3-D, F-X. Faculty: Lynn Holaday

HC 246
ITALIAN AMERICAN VALUES
Italian Americans represent a significant portion of the U.S. immigrant population. The bulk of this
immigration occurred at the beginning of this century and consisted largely of individuals from the southern, less economically developed half of the Italian peninsula. The Italian American experience brings to mind some benevolent visions of opera, art, design, and entertainment. However, while Italian Americans have made a strong impression on American culture, this impression has not always been positive. In an attempt to relate the cultural achievements of the Italian nation, the socio-economic problems involving Italian emigration, and the prevailing values of the U.S., students in this course will examine the following questions: What are cultural values? Are there some values which are common to Italian Americans? Have Italian Americans assimilated? In what ways have Italian Americans achieved success within U.S. culture? How are Italian American values expressed? Through readings, journaling, class discussion, a research paper, and films, students will gain an understanding of the dilemmas facing Italian Americans and will, as a result, be able to articulate the nature and problems of their own cultural values. Pre-1999 Competencies: HC-1. BA-1999 Competencies: H-1-E. Faculty: Betta LoSardo

HC 247
ALL THAT JAZZ
George Gershwin said that Jazz has contributed an enduring value to America in the sense that it has expressed ourselves. In this course, we have an opportunity to become familiar with the figures and genres associated with classic and current jazz. Class time will include listening to recorded examples from major currents in the history of Jazz. Time will also be allotted for presentations concerning the present Jazz scene in Chicago, as well as the future of Jazz. Emphasis will be on the values expressed in this classic art form, and the perceptions and place of Jazz today. Pre-1999 Competencies: HC-1, HC-F. BA-1999 Competencies: H-1-E, H-1-X. Faculty: Rebecca Schwan

HC 248
THE TRIPLE AXIS: RACE, GENDER, AND CLASS IN THE UNITED STATES.
We will explore how issues of race, gender, and class have intersected in struggles for equality in the United States. Our exploration will range from the struggle for racial equality to the struggle for gender equality. Stereotypical thinking, cultural and class labels, and unexamined assumptions often play a pivotal role in the power relationships that have characterized these struggles. We will look at social, political, economic, and cultural factors that have influenced our behavior and contributed to our self-perceptions and our views of others.

HC 249
NONPROFITS: A GUIDE TO A MULTIBILLION DOLLAR BUSINESS
In the wake of the East Asian Tsunami, Hurricane Katrina and cuts in federal programs, the nonprofit sector has increasingly played a significant role at the local, national and worldwide level. A multi-billion industry, nonprofits provide essential services in many forms including education, enhancement of the arts and social welfare programs. This course explores the role of nonprofits in the US, the practical methods nonprofits employ and the differences in working in and managing a nonprofit organization from a for-profit venture. Using hands-on case studies and learning from nonprofit managers, students will demonstrate competencies through class participation, each student will have the opportunity to create a nonprofit business plan and examine emerging issues in nonprofit management. Competencies: H1X, H2A, S3D, FX. Faculty: Rebecca Lindsay-Ryan

HC 250
MINISTRY AND CONTEMPORARY SOCIETY
What is the relationship between spiritual development and good citizenship? In the light of recent changes in the general acceptance of the assistance of religious groups in social welfare, how do Americans understand the connections between church and state, ministry and the public good? The focus of this course is the study of the nature of ministry in its various forms on our culture. In this course students will compare and contrast religious and non sectarian social organizations. Learners will examine the impact of these various groups on communities and their definitions as social institutions. Topics will include the definition of ministry, community development, foreign missions, the relationships between church and society in American culture, and the idea of the future of religious affiliation in America. Students should expect to be involved in several field based projects, including visiting selected religious institutions. Student should also be prepared to interview field professions about the relationship between religious and community. Competences: A-4, FX, H2A, H2X. Faculty: Steele, Donna

HC 251
GLOBAL PERSPECTIVES ON WOMEN’S HEALTH: A MULTIDISCIPLINARY APPROACH
Why are the risks and outcomes for breast cancer in the U.S. different for women from different racial and ethnic backgrounds? What are the factors influencing the infant mortality rate in poor countries? Do you differ from factors in the U.S? What factors contribute to high maternal mortality in poor countries? How does
women's work influence their health in Viet Nam or India? Is domestic violence primarily a problem in wealthy nations? These kinds of questions have complex, and not always complete answers, and they represent the kind of inquiry undertaken in this course. We will examine health issues for women in various locations around the world, and the underlying factors contributing to these problems. By doing so, we further our understanding of how biological factors interact with behavioral, social and environmental factors to shape our experience of health, how this is related to development, and the need for social action. Learning experiences will include presentations/discussions, readings, cooperative group activities, and reflective writing. Competencies: H-5, H-1-I, H-1-B, S-2-A. Faculty: Marjorie Altergott

HC 252
HISTORY OF ETHICS IN AMERICAN GOVERNMENT
The objective of this course is for students to understand the development of ethical principals related to American government, from the period of the Founders to the present, and the legislative responses made to address unethical conduct as it is defined in a given era. Throughout the course, students will be asked to examine practical effects of the country's responses to ethical challenges in the public sector, including the relationship between the government and its citizens, and between different socio-economic groups. Topics for discussion will include the extent to which the Founders adequately provided for the ethical conduct of the people's business, whether legislated responses to ethical challenges have improved the quality of representative government, and whether political action committee sponsorship of political campaigns should be recognized as a cherished right or perversion of the democratic process. Finally, this course will challenge students to consider the effects of both ethical and unethical governance on society. BA-1999 Competencies: A3C, A4, H1C, H1F, H4. Pre-1999 Competencies: ALG, ALP, HC2, HC3, HCG. Faculty: David Steiger

HC 253
PRAIRIE INDEPENDENCE DAY
In the 19th century, Chicago evolved from a largely uninhabited wilderness to an industrial and economic center of the United States. This class will examine this evolution from the perspective of evolving public celebration in the 1800's. Independence Day (and its ritual cousins, Thanksgiving and New Year Days) was celebrated passionately by the non-indigenous settlers of Illinois. Emerging political institutions often sponsored events on these holidays to promote their political agendas. Religious and employment related groups did this as well. Local leadership often drove the organization of local festivals with fireworks, food, fraternity, pageants, games or parades and other activities. Such holidays served to allow the populace rest, let off steam, show off and indulge appetites. However, these same gatherings were ideal for the group discussion of current events and political issues. The class will trace the mutual influence of festivals and the development of Illinois in the 1800's. A cornerstone of the class will be a visit to a public Living History Museum, where re-enactors live the life of the period examined. This one competence class will be held for three three-hour evening classes and one Saturday six-hour class. Competences: H4, H1F, H1X, H3G, H3X, A1G, A1X. Faculty: Jill Joachim

HC 254
THE CONSTITUTION: THAT DELICATE BALANCE
This course examines the U.S. Constitution as the institutional framework of our government, with primary focus on the separation of powers and checks and balances provided to prevent one branch of government from dominating our government. The constitutional tensions created by this system of government are illustrated by the Watergate and Iran-Contra scandals and by a study of the war-making powers of the Executive and Legislative branches. Students will learn through the use of lectures, student research presentations, assigned readings, and the viewing of a series of videotapes dealing with course topics. Competencies: H-1-D, H-1-F, H-2-X, F-X. Faculty: Jack Moran.

HC 255
ANALYZING MODERN PUBLIC DECEPTION
The class will review and analyze a wider variety of public deceptions which have been launched and uncovered in the past 150 years. The main emphasis will be on exposed deceptions which are no longer in serious dispute, as opposed to ongoing controversies. Many deceptive techniques will be reviewed from mild "spin" to manipulation, half-truths and blatant lies from descriptive and ethical standpoints. Deceivers and victims from diverse political and national backgrounds will be studied, with a particular study of totalitarian and not-totalitarian political systems. The overall goal is to help students sharpen their skills of "real-time" analysis of public persuasion while avoiding paranoia or embitterment. Competences: A4, A1G, H2E, H3G, S3D. Faculty: Mark C. Amador

HC 256
FUNDRAISING FOR NONPROFITS
This course will provide students with an overview of the core concepts and skills involved in creating a not-
This course will provide students with an overview of the core concepts and skills involved in creating a not-for-profit organization's development program. This will include discussions on how one develops, implements and assesses a strategic fundraising plan. The purpose of this course is to help students:

- Increase knowledge of the ethics and philosophies of fundraising;
- Gain information regarding the methods utilized to raise funds for not-for-profit organizations; and,
- Develop an understanding of how to manage the nonprofit fundraising process.

Field trips and guest speakers will provide opportunities for students to meet people active in grant writing and grant making. Each student will write a funding proposal during the course.

Competencies: H-1-H, H-2-A, H-3-G. Faculty: Ellen Benjamin

HC 257

IMPROVING COMMUNICATION AT WORK

People in organizations work together to meet goals; the success depends on communication. In countless interactions each day, people exchange ideas and information, form and re-form perceptions of one another and the organization, and then decide how to behave. This course will focus on understanding and building communication skill. We will explore the connections between communications and work, the unique nature of relationships in the work place, and how communication skill can build personal and organizational effectiveness. As we develop new understanding of how communication affects our work lives, we will self-assess, practice and improve our own skills, with the result of heightened individual effectiveness.

Pre-'99 Competencies: HC-B, AL-D, WW. BA'99 Competencies: H-3-C, H-3-D, F-X. Faculty: Laura Dell

HC 258

MULTICULTURALISM AT SCHOOL: WHAT YOUR CHILDREN LEARN ABOUT WORLD CULTURE

Possible topics include: 1) The difference between traditions and values; 2. How schools handle multiculturalism 3. How kids grasp "difference;" 4. Defining the dominant culture and discussing how it handles new, or minority values. Competences: H4, H1X, H3X, S2X. Faculty: Jean Richine

HC 259

CULTURAL HISTORY OF MOVIE THEATERS

Film theaters have undergone drastic changes since the first nickelodeons were built over ninety years ago. Engaging in the cultural activity of first-run filmgoing in 1999 no longer requires a trip to the city center, as it often did in the golden era of the "picture palace." Tracing the evolution of theaters themselves and the places where they are built, this course is organized around two central questions. First, how can studying the history of movie theaters help us to understand the social, cultural, and economic transformations of the entertainment industry in the 20th century? Second, how have these transformations affected the ways that we experience concepts such as "neighborhood," "community," and "social space"? Throughout the course, we will explore the rich theatrical heritage of the Chicago metropolitan area, from its ornate movie palaces to its few remaining drive-ins. Students will have the opportunity to draw upon their own filmgoing experience, and to share the results of their investigations in class presentations and papers.


HC 260

MOTIVATING MODERN WORKERS

What are the best ways to motivate employees to moving forward toward the goals of the organization? Workplace motivation theory examines the many reasons why people work, and why some willingly work so much harder than others. This course will examine concepts of workplace motivation as they have evolved during the past three decades, and explore their practical applications in organizational settings. Students will read and discuss excerpts from major contributors to the field, writing a paper analyzing one author. Small groups will examine case studies and present recommendations for changes. Students will be able to articulate core concepts of worker motivation theory, analyze work situations in terms of their motivating potential, and design interventions derived from these core concepts to meet identified needs in their workplaces.


HC 261

ACKNOWLEDGING CULTURAL DIFFERENCES

Culture is a unique, human necessity, which challenges our understanding and acceptance as members in a changing society. Central to this course will be viewing culture, not only as defined by anthropological terms, but also through sociological and psychological perspectives. Empirical data, sociological studies, and psychological implications will be discussed and presented through various instructional mediums. One significant emphasis of the class will be in providing and experiential learning atmosphere for students. Using culturally specific literature, film, dance, art and music, as well as, panel discussions, field trips, journaling, and self-reflection, students will be exposed to the idea that culture has the potential to offer us vision, beauty, and a tool to navigate the world.

Competences: L7, H5. Faculty: Nancy Bjork-Sullivan & Olga Ruiz
HC 262
INTRODUCTION TO ARCHITECTING SYSTEMS
This course teaches general principles, approaches and ways of thinking about architecting and building complex systems such as buildings, computer systems, aircraft, telecommunications networks, development methods and similar systems. We will use a combination of lecture, discussion, storytelling, experiential simulation and student-driven inquiry. Competencies: A5, FX, H2C, H2X, A1C, A1X, S3F, S3X. Faculty: Daniel Starr

HC 263
CIVIL RIGHTS: FORCES AND COUNTER-FORCES SHAPING AMERICAN SOCIETY
The civil rights movement of the 1960s resulted in a radical shift in the way American society defines itself. Almost forty years later, race and gender relations remain controversial legal and political concerns in our society. This course will explore the historical factors which led to the civil rights movement and analyze the landmark laws and court decisions that regulate our race, gender, and employment relations today. Team-taught by sociologist Pat Ryan and attorney Susan Alvarado, students will examine the social, legal and philosophic underpinnings of the federal anti-discrimination laws and the realities that shape our civic and business lives. Competencies: A-1-D, F-X, H-1-F, H-2-A, H-4. Faculty: Pat Ryan

HC 264
GLOBAL CAPITALISM: BENEFITS, CHALLENGES, AND DANGERS FOR THE 21ST CENTURY
In this course, students will seek to understand global capitalism and explore how it developed and its impact on their careers and communities in the 21st century. We will begin by charting the historical development of capitalism from a local phenomenon in Renaissance Europe to today's multi-national corporations operating in a global marketplace. Topics for discussion will include the growing interdependence of national economies, how interdependence causes one nation's economic problems to affect others, and the problems inherent in attempting to regulate multi-national corporations. Finally, this course will compare the dangers of global capitalism with its opportunities within the context of social responsibility. Pre-1999 Competencies: HC-2, HC-3, HC-X, WW. BA-1999 Competencies: H-1-C, H-1-F, F-X, H-5. Faculty: David A. Steiger

HC 265
BLACK WOMEN IN THE CHURCH AND SOCIETY
We will explore the religious, social, economic, and political history of African American women. This history will be analyzed within the context of the Black Christian Church and the role it plays in shaping the views of spirituality and leadership among African American women. Focus will be placed on the intersection between religious involvement, spiritual development, and social change. Students will discuss how these factors impact the African-American woman's perception of herself and how these perceptions influence her involvement in the fight for social justice. We will use readings, discussion, short papers, oral presentations, a take-home midterm exam and a research paper. Pre-1999 Competencies: HC-A, HC-C, HC-2. BA-1999 Competencies: H-1-F, H-2-A, H-3-B. Faculty: Cynthia R. Milsap

HC 266
AMERICAN WOMEN: HISTORICAL VIEW
This course examines the history not only of famous women but of "ordinary" women whose day-to-day lives and contributions are often neglected in traditional history courses. Using problem-based leaning, students develop an "I-search project" which links questions they have about women in their own backgrounds or experience with larger issues in the history of American women. The specific topics addressed in each class are determined at the first meeting and are selected to supplement and enhance each student's learning project. As an outcome of this course, students are able to use original historical materials of all sorts (including oral histories, journals, and diaries, personal correspondence) to write history for themselves. The course focuses on trends and ideas, rather than names and dates. How have women's roles changed within the family? How has religion taught us to think about women? How has access to formal education changed the way women think and act? This course will use a variety of historical resources, including etiquette books, marriage manuals, literature, visual art, and old movies. All students will keep a journal of how their ideas about women and men are changing as they complete the course. Students taking the course for two competences will learn about oral history by designing and administering a historical interview to women of various ages and backgrounds.

HC 267
DEATH AND DYING
This course provides a basic knowledge for understanding dying persons and their families; approaching concepts of death from multiple and diverse viewpoints that will heighten awareness of this life stage as an integral and normal part of living. The stages of the dying process will be reviewed, as well as cultural and
Students will recognize how one's own subjective meaning of death impacts their roles, and identify approaches of various professions on issues arising from patients and families during the dying process, at the time of death and afterward. Finally, legal and ethical issues involving death, suicide and euthanasia will be studied. Pre-'99 Competencies: AL-D, HC-A, WW. Faculty: Patricia J. Whitney

HC 268
WOMEN'S WORK
Feminist Carolyn Heilbrun says, "Each cycle of progress for women seems to end after a decade or two with precious little real advance toward equality. The complacency in women that a few steps induces drains the movement of its energy. Progress halts or is reversed." This course will test Heilburn's statement by asking students to study and discuss questions that particularly affect women, both personally and professionally. The course will chart women's progress, or lack of it as seen in the works of historians, sociologists, novelists, and journalists, both men and women. Each student will choose one subject area for intensive study and will present individual papers or cooperative panel reports to the class. All students will gain access to the sizable and significant body of literature concerning women's roles, rights, and achievements.

HC 269
A SOCIAL HISTORY OF JAZZ
This course focuses upon the historical, social, and economic conditions that provide the context for the introduction of jazz music in American culture, and that have sustained the popularity of jazz over the course of several decades. The course pays special attention to the contributions of particularly influential jazz musicians. Competencies: A-1-E, H-1-F, H-4. Faculty: Chris Wonderlich

HC 270
VIOLENCE: A GLOBAL PERSPECTIVE
To successfully reduce and prevent violence requires both a global and local understanding of its conditions, costs and causes, focusing on those most at risk: children, women, and minorities. The globalization of violence will increasingly require local prevention efforts to be interconnected with national and global effects. This course will prepare students to understand both how particular social factors relate to perpetrators/victims of violence, and the roles of social institutions. Each class will include computer-generated audio-visual presentations, student presentations, and discussions.

HC 271
WOMEN'S PSYCHOSOCIAL DEVELOPMENT
This course focuses on how adult women change, grow, and develop in light of psychological and social-cultural forces that interact in their lives. We consider how core concepts such as self-in-relationship, transition and change, and ways of knowing play out in various aspects of women's lives. In exploring different pathways of development for women, we will draw on the life themes of students in the course as well as on theories and models that help identify unique patterns of women's psychological development (alternatives to male-based theories of adult development). This interactive course emphasizes group discussion and guided reflection. Pre-1999 Competencies: AL-D, HC-4, HC-C. BA-1999 Competencies: H-3-A, H-3-B, H-3-C. Faculty: Catherine Marienau

HC 272
MODERN AFRICAN HISTORY
This course covers the impact of European colonialism and post-colonial events that have shaped modern Africa. Human rights issues, refugee-ism, civil war, famine, international aid, and the challenge of nation-building will be reviewed, as well as current political systems, African leadership, and relations with the United States. Through group discussion, readings, video tapes and individual research assignments, students will gain a perspective on the historical development of this continent. Guest speakers will be invited to talk about Africa's current problems and potential solutions. Competencies: H1C, H1F, H2E, H5, S2X, FX. Faculty: Anghesom Atsbaha

HC 273
STRATEGIES IN PROJECT MANAGEMENT
Strategies in Project Management will present an overview of project management, explore the project management process, discuss strategic issues and focus on project planning concepts. Techniques such as PERT, CPM, work breakdown structure, project time and cost management will be covered. In addition, topics for discussions will include achieving project performance objectives, project monitoring, evaluation and control, risk and opportunity management, project termination, continuous project improvement, organizational structures, disciplines for effective project management, project teams and staffing, team building and creating effective project team dynamics. BA-1999 competencies: H3D, H3X, FX. Pre-1999 competencies: HCB, HCF, WW. Faculty: Philip Gisi
HC 274
THE BILL OF RIGHTS IN CONTEMPORARY LIFE AND WORK
The Bill of Rights is that part of the Constitution that protects you from undue and unwarranted governmental regulation and interference. Learn how your rights of free speech, privacy and association in the workplace, on the street and in your home are secured by the first ten amendments to the U.S. Constitution. What does the government allow you to say and do in the presence of fellow workers? How safe is your home from police searches? Are there limits to whom you are allowed to associate with on a public street or even in the privacy of your own home? This course will deal with these and similar questions. Along the way, we will learn about the history and theory behind the adoption of the Constitution, how judges and lawyers interpret the Constitution, in particular the Bill of Rights, and what role the Constitution plays in the debate over the significant legal and social issues of our day, such as abortion, the death penalty, gay marriage, and physician-assisted suicide. We will read and discuss political theory, the Bill of Rights and actual court cases. Competencies: H-1-D, H-4, F-X, A-3-C. Faculty: Fred A. Wellisch

HC 275
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 as Ralph Ellison, Adrienne Rich, paul Laurence Dunber, Cornell West, Peggy Macintosh, bell hooks, Gwendolyn Brooks, and others. Through discussion, readings, films, debates, 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.

HC 276
DECISION MAKING AND LEADERSHIP IN SMALL GROUP COMMUNICATION
Small groups exist in organizations for many reasons. Some are formally created, permanent bodies for information sharing, decision making and problem solving. Others are ad hoc groups organized to deal with specific issues. Employees often form their own informal groups to share information. Regardless or origin, all groups exhibit similar patterns of behavior and encounter similar problems. With proper training, groups can accomplish far more than any individual members on their own. This course will examine how communication develops and is sustained within small groups, the dimensions of group character, and the effects of group character on communication. We will use a mix of theory and practice to analyze case studies, participate in group decision-making exercises and review the required text. Competencies: H-2-X, H-3-D, F-X. Faculty: Robert W. Mills

HC 277
CRIME & VIOLENCE: LAW ENFORCEMENT IN AMERICA
This course examines the stresses and complexities in the planning and implementation of law enforcement in America today. Students will consider the purposes of legal standards and will engage in critique of contemporary systems and issues. In addition, care will be taken to better understand the myths and realities of criminal behavior today, the role of incarceration, and the toll on society and law enforcement officers as well. The goal of this course is to assist students in building bridges of understanding in today's highly charged socio-political world characterized and fueled by competing standards and goals, and to consider their roles in the development of a just society. Competences: A4, H2X, H3X, S3X. Faculty: William Wassner

HC 278
SOCIOLOGY OF HUMAN RELATIONS
This team-taught course is about race relations in America and around the world. We will engage in productive and thorough discussion of the socio-economic, political, cultural and psychological aspects of human relations, with special attention to the existing relationships between the dominant and minority groups in America. Each class session will focus on a particular institutional base for discussion: political systems, extremist groups, communities, religions, families, schools, to name a few, using readings, film, guest speakers, and current events to bear on the issues raised. Competencies: F-X, H-2-A, A-3-C, H-4, H-5. Faculty: Anghesom Aatsbaha
HC 279
USING STATISTICS FOR SOCIAL ACTION II
Application of statistics to the social sciences: statistical inference, confidence intervals, hypothesis testing, chi square, analysis of variance, correlation, regression and decision theory will be explored as ways to make sense of inferences and predictions involving community, socio-economic, and other data types. * Successful completion of Using Statistics of Social Action 1 is required. This course will use data that is gathered and presented in the previous course. You may register for only one competence for this course. This course meets the last five weeks of the quarter. See also: www.depaul.edu/~jwillets/stats2  Pre-'99 Competencies: HC-E, PW-F, WW. Faculty: John Willets

HC 280
CHILD, FAMILY AND COMMUNITY RELATIONS
This course will address the work of raising children from a variety of perspectives. It will examine how cultural differences influence certain child-raising patterns, and how they relate to or may come in conflict with established social rules and regulations. Practical ways of establishing and maintaining positive and productive working relationships between child care workers and families will also be addressed, and what kind of community resources are available within an urban setting. This course will also discuss the many skills and responsibilities which comprise the (paid or unpaid) work of raising children or "motherwork." Although motherwork is of vital importance to society, as "typical women's work" it receives little public or corporate support. The values and ethical beliefs associated with motherwork, and what they mean in terms of individual experiences and social support will therefore also be examined. Validating individual experience, expanding knowledge, and developing critical and analytical abilities are some of the objectives of this course. We will achieve these objectives by discussing and critically analyzing readings, by evaluating our own experience in light of the course material, and by engaging in dialogue and conversation with each other. Participation, the keeping of a learning journal, doing the readings, and writing a final 5-6 page essay per competence are the main requirements of this course. The first half of this course will be held at Truman College and the second half at DePaul's Loop Campus. You can register for a total of three competencies since this course runs for a semester. Pre-'99 Competencies: HC-A, HC-C, HC-F, AL-F. Faculty: Eileen Brittain; Mechthild Hart

HC 281
CULTURE AND POLITICS OF THE 1960'S
The period from the late 1950s to the early 1970s represents a turning point in "the American century." Opinions differ through on the meaning of the sixties. Was it a period of cultural renaissance, moral decay, civil war, or something else entirely? This course attempts to assess the significance of the 1960s by looking at some key movements in culture and politics, including the civil rights movement, Vietnam war, hippie counterculture. We will read essays and excerpts from King, Carmichael, Wolfe, Mailer, McLuhan, Sontage and others to track the emergence of new social critiques focusing on the corporate state, patriarchy and the mass media. Through lecture, discussions, and films, students will study a significant individual or movement and demonstrate their expertise through a paper or presentation. Competencies: A-1-H, H-1-F, H-2-A, H-4. Faculty: John Kimsey

HC 282
ISSUES IN FAMILY DYNAMICS

HC 283
WORKERS AND OWNERS
Throughout this course, students will examine the roles and relationships of workers and owners in assembly plants (maquiladoras) and microenterprises. Students will explore the history of worker-owner relationships in the United States since the period of industrialization, examining the growth of corporations, labor unions, and worker-ownership. They will compare the United States experience with that of other countries and analyze the impact of globalization on worker/owner alternatives. Each student will study worker/owner relationships and pertinent government economic policy in one country outside the United States, and, through class comparisons, will evaluate worker/owner relationships in different countries. Pre-'99 Competencies: WW, HC-3, HC-G, HC-X. BA'99 Competencies: H, H-1-C, H-5, F-X. Faculty: Barbara Kraemer, OSF

HC 284
A WORLD IN TRANSITION: STUDIES IN GENEVA
This course focuses on the global-level perspectives that we so often miss in our ethnocentric paradigms. Our trip will take us to Geneva, Switzerland for twelve days, during which we will visit some of the more than 200 international organizations that have a strong presence in that city, sites for meeting may include the United
international organizations that have a strong presence in that city, sites for meeting may include the United Nations, the International Red Cross, and the World Council of Churches. SNL alumna Sara Speichen, in Geneva on an internship with the World Council of Churches where she is working on hunger and social justice projects, has volunteered to assist us. Estimated expense: $1800

HC 285
WOMEN'S VOICES IN PEACEMAKING
Across the planet, as forces for war, terrorism, empire, and ecological destruction have gained more strength, there has also been an upsurge in the spiritual, cultural, political, and social leadership of women for peace and justice in response. For example, in just the last 20 years, there has been a demographic shift in the United States of gender majority attending law schools and seminaries. Women's voices from Ireland to India, from Peru to South Africa are shaping a new vision for the future that take into account class, race, gender. What is the impact of women's collective role on our future here and internationally? This course examines a variety of women's voices of the personal and political, of the spiritual and the social, and explores the possibilities of a new and emerging power dynamic for women. We will read the excerpts and works from current and past women leaders in peacemaking, such as Dorothy Day, Barbara Epstein, bell hooks, Dr. Helen Caldicott, Arundhati Roy, Mary Daly, Pema Chodron, Barbara Eck, Marilyn French, Maread Corrigan Maguire and others; hear guest lectures from women active in practicing peace locally and globally; and experiment with tools designed to develop interpersonal and community peacemaking. Instructor: Maureen Dolan. Tuesdays, Loop Campus. Competencies Offered: A-1-B, H-1-B, H4, H-5.

HC 286
PSYCHOLOGY FOR MANAGERS
This course reviews theories and tools of psychology as applied to work environments, including group interaction, productivity, communication issues, motivation, as well as the impact of individual and organizational dysfunction and pathology. Competencies: F-X, H-2-D, H-3-A, H-3-C. Faculty: Michael McMillan

HC 287
DEVELOPING COMMUNICATION COMPETENCE IN CROSS-CULTURAL SETTINGS
This course is designed to acquaint students with the unique elements of communication present in cross-cultural transactions and to aid students in navigating successfully through these interactions. Over the course of the semester, students will learn to be self-reflexive about their experiences as members of a society in which diverse work teams, international travel, transnational work environments, the Internet, and widespread immigration of groups and individuals are part of contemporary reality. We will examine traditional elements of the communication model (sender, receiver, message, feedback, context) in terms of cultural, social, and psychocultural influences. To this end, students will explore cultural values, perception, nonverbal communication, high and low context communication, individualism, collectivism, challenges of diverse organizations and work teams, protocol and negotiation across cultures, barriers to effective cross-cultural communication (the "isms"), culture shock and mindfulness. Students completing this course will acquire practical skills to apply in reducing anxiety and uncertainty in cross-cultural interactions and, importantly, students will learn to recognize ethnocentrism and rise above it in the creation of community. Competencies: A3F, H1A, H5, H3X

HC 288
COOPERATIVES: BUILDING COMMUNITIES FOR PEACE AND JUSTICE
Over 750 million people participate in cooperatives worldwide. From housing cooperatives to credit unions owned by those who use them, from joint employee-ownership and management of workplaces to energy co-ops, farm co-ops, and food co-ops, human beings are re-discovering their power to create affordable homes, worker-centered jobs, and sustainable environments for the community. In the face of corporate globalization, when the gap between rich and poor has led to increased homelessness, joblessness, and environmental degradation, people are joining together at an unprecedented rate to form cooperatives for their own well-being. This course provides a brief overview of the history and theories of various forms of cooperative living; examines examples from the U.S. and internationally, with a special emphasis on co-ops operating in and around Chicago. This course also provides training in consensus decision-making and facilitating democratic participation to illustrate the joys and challenges cooperators face. Guest speakers include people involved in the building of the car cooperative (I-GO), housing cooperatives in Chicago, and local participation in food co-ops. Competencies: L-7, A-1-B, A-5, H-3-D, H-5. Faculty: Maureen Dolan

HC 289
PSYCHOLOGY FROM AN AFRICAN-CENTERED PERSPECTIVE
The field of psychology has a legacy of viewing people who are different from the Eurocentric white male norm, e.g. people of African descent, as deficient and/or deficit. What if the behavior, attitudes, and thoughts of African-Americans were viewed from their own cultural perspective? How would they be understood? This course will utilize an African-centered framework to examine salient themes in psychology---identity,
development, education, and therapy/healing---as they pertain to African-Americans. Students will become familiar with this theoretical perspective and its historical and contemporary scholars. Guest lecturers, readings and discussions, in-class exercises, a collaborative and associated individual project, and a learning journal will comprise the learning experience. Competencies: A-3-E, H-1-F, H-3-A, H-3-B. Faculty: Derise E. Tolliver

HC 290
THE COURTS AND SOCIAL PROBLEMS
A social problem exists when organized society's ability to order relationship among people seems to be failing, along with its institutions and laws, and values and social expectations are not being transferred from one generation to the next. However, in our complex society, there exists a diversity of norms, values and behaviors that make a social problem, in effect, depend on one's perspective. Legal intervention usually puts an end to uncertainty by forcing citizens to comply with its mandates. As a result, we tend to use the legal system for not only enforcing criminal law but as a means to resolve social problems. This course will discuss issues of a quasi-legal nature that are referred for legal action. Pre-'99 Competencies: HC-5, HC-A. BA'99 Competencies: H-1-I, H-2-A. Faculty: Gregory Witkowski

HC 291
CRITICAL SOCIAL ISSUES
The social and psychological thought of Darwin, Spencer, Durkheim, Marx, Freud, J.S. Mill and others will provide both paradigms and perspectives for an analysis of selected social issues in American society. Class discussion, field interviews, and participant-observer investigation will serve as methods of social inquiry. Finally, contributions from specific social sciences (psychology, sociology, anthropology, and economics) will be used to amplify and explore causes, "proposed" solutions to race/class/gender issues, prejudice and discrimination, crime and violence, and "distributive economics" (welfare), poverty and homelessness. Pre-'99 Competencies: HC-4, HC-C, WW. BA'99 Competencies: H-3-A, H-3-B, F-X. Faculty: Larry Tice

HC 292
LANGUAGE AND LANDSCAPE
In this course we will investigate the significance of physical landscape to human imagination and language. It is frequently assumed that human minds somehow exist "above" the physical universe, but our perspective unifies the two. Through written course materials and assignments, some lecture and intensive classroom discussion, we will go beyond the dualism of classical philosophy to a more grounded view of cultural creation, seeing art, myth, and survival itself as products of place. Students will work with the idea that cultural artifacts are communicating a relationship to the land, and our coursework helps us determine its precise nature. This is a five-week course. You can register for only one competence. Pre-99 Competencies: HC-1, HC-F. Faculty: Corinne Benedetto

HC 293
LAW AND THE WORKPLACE
This course will examine the interrelationships between our economy, business and the practice of law. It will also examine contemporary legal issues in the workplace. Students will examine the structures of the legal community and the impact it has on how business is conducted, and on the economic system in which we live and work. Through readings, discussion, and group projects, students will investigate the interfaces of law, with an emphasis on torts and employment law, as well as current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to effecting change in their own working environments. Competencies: F-X, H-2-C, H-2-A, H-1-X. Faculty: Russell W. Hartigan

HC 294
GROWTH AND CHANGE IN THE FAMILY
GROWTH AND CHANGE IN THE FAMILY

HC 295
UNDERSTANDING THE "HUMAN" IN HUMAN RESOURCES
Human Resource professionals hold a diverse set of responsibilities, some of which are designed to respond to the human needs of employees. Addressing these in the context of the work environment requires an understanding of human behavior, insight into the effects of social issues on the workplace, knowledge of mechanisms and resources for problem resolution, and effective communication skills. Students will participate in group exercises and discussions designed to help develop and practice strategies for problem resolution based on increased self-awareness and empowerment. A primary textbook and related readings as well as two field assignments, self-reflective journaling, and a final integrative paper are required. Course assignments are designed to support integration and application of new skills and knowledge. Pre-1999
HC 296
LESSONS OF HISTORY
Does history ever repeat itself? What lessons has our past taught us in planning for the future? This course will focus on an examination of the social, economic, and environmental changes that occurred in America during selected decades of the 20th century. Students will compare and contrast the 1920s with 1960s and 1930s with 1950s looking for major events, trends, and policies that repeated themselves in the subsequent generation, as well as fundamental political and economic structures. Students will share their findings and learn techniques for integrating information to form a basis for rational forecasting of future trends. Pre-'99 Competencies: HC-2, HC-3, HC-E, HC-G. BA'99 Competencies: H, H-1-F, H-1-C, H-1-X. Faculty: Jo Ann Gesiakowska

HC 297
GLOBAL STUDY OF SEX AND OPPRESSION
This course is designed to expose the learner to the history, context and problems within the sex industry (prostitution, pornography, exotic dancing) as it exists throughout many countries of the world. Our foundation for discussion needs to be based in theory, of which we will discuss: functionalism, interactionism and conflict perspective and how each defines the sex industry. Next, we will explore the various definitions, levels of social acceptability (necessity) and the importance of laws that have defined this industry and our perceptions. Furthermore, we will discuss the religious, socio-cultural issues that allow for certain elements of sex work to flourish in places such as Bangkok, Thailand, the United States, and various parts of Europe. Also, we will discuss the legal acceptability of certain sex work activities within the countries discussed. Within our discussions / research of the sex industry, we will attempt to formulate answers to the controversial issue of legalization versus discrimination. Pre'99 Competencies: HC-3, HC-A, HC-P. BA'99 Competencies: A-3-C, H-1-C, H-2-A, H-2-E, H-5. Faculty: Elizabeth Beardmore.

HC 298
EAST AFRICA TRAVEL
This course will focus on listening to what people in Kenya and Tanzania have to say about their lives today. The two week trip will take students to Nairobi, capital of Kenya and home of many UN and non-governmental organizations, then to Mombasa on the coast, to experience a largely Muslim area. Finally, we will visit Arusha, Tanzania, a major safari center and the site of the UN's International Criminal Tribunal for Rwanda. Students will meet people involved in social issues, women's issues, politics, development, religion, health care, and the environment, and also have many rich experiences of East African cultures and opportunities to view East African wildlife. There will also be several Chicago-based classes. Faculty: Michael Skelley and Anghesom Atsbaha.

HC 299
ASSESSING AND MANAGING CONFLICT
Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality, ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong. In this course, we will look at various methods for handling conflict and consider how we might apply them to personal, work, community and literary conflicts through lecture, small group work, role playing, reading, various written projects, and discussion. Competencies: H-3-D, F-X, L-7. Faculty: Staff

HC 311
HC9/INDEPENDENT STUDY: HUMAN COMMUNITY
HC9/INDEPENDENT STUDY: HUMAN COMMUNITY

HC 312
HC0/INDEPENDENT STUDY: HUMAN COMMUNITY
HC0/INDEPENDENT STUDY: HUMAN COMMUNITY

HC 313
IMPLEMENTING EFFECTIVE TRAINING IN ORGANIZATIONS
Everyone has had the delightful experience of learning by accident, of being surprised at insights and skills that emerge from experience. But accidental learning can be time-consuming and costly to organizations and individuals who have specific learning goals to meet. Engaging and effective learning in organizational settings is most often the product of systematic analysis and planning. This course will introduce a detailed
protocol for designing training experiences in a variety of adult training settings. The five stage protocol (Analysis, Design, Development, Implementation, Evaluation) provides a context for students to address the following questions: Who is the audience and what is the training context? What is to be learned and why? What methods are best suited to the learning outcomes? What resources are available and appropriate to the learning outcomes and methods? At the end, students will be able to distinguish training design from development and implementation; describe characteristics of adult learners and their implications for training; define desired learning outcomes based on training context and audience; determine teaching / learning methods suited to particular training situations; and, identify and describe resources to support achieving learning outcomes. Students may register for only one competence. Pre-1999 Competencies: HC-F, WW. BA-1999 Competencies: F-X, H-2-X. Faculty: Noreen Powers

HC 314
AGE OF DICTATORS: TOTALITARIANISM IN THE INTER-WAR PERIOD
This course will examine the age of dictators in the inter-war period by focusing on the principal individuals, institutions and societies involved. Root causes of totalitarianism will be developed, as well as an understanding of its impact, effectiveness, and relationship to democratic societies. Students will be stimulated to contemplate ethical and religious aspects of the despots’ rule, and will comprehend the period within the larger framework of 20th century history. Competences: H1F, H2G, A3C, A4 Faculty: Chuck DiCola

HC 315
RACE, PLACE AND SPACE: ENVIRONMENTAL JUSTICE IN THE TWENTIETH CENTURY
This course will provide a survey of historical and contemporary forces (social, cultural, technological, scientific and economic) which have led to the global emergence of environmental inequalities in societies during the last century. This course will also show how the environmental ethics of a society (national and international) as well as their notions of who belongs to the larger body politic have contributed to environmental inequalities in national and international geographic spaces. This course is an excellent elective for business, education, religion, sociology/anthropology and science/engineering focus area who seek to understand the foundations and ramifications of human ethics, values and culture on decisions and policies which impact the global environment (or ecosystems). Competencies: A3F, S3E, H4, H5 & FX. Faculty: Sylvia Hood Washington, MSE, Ph.D., ND

HC 316
CONTEMPORARY SOCIAL ISSUES

HC 317
METHODS OF DISCIPLINE FOR TODAY’S CHILDREN
In today’s world, a lack of discipline can cause children to become non-productive members of society. Raising children from a loving and caring perspective is more challenging that it seems to be in the past. The complexities of this world require different approaches to behavior modification. In their struggle with raising children, parents need to know a variety of methods and models that can be used to help children develop a strong personal self-esteem and to learn that discipline is best when it is made from choices and personal decisions that the child can control. This course will help students compare two models of effective behavioral modification that can be used in the home to help parents in one of the most complicated aspects of child development. Students will be responsible for implementing strategies we discuss in class as well as finding other available methods. You can register for only one competence. Competencies: L7, A3G, A3X, H3D, FX. Faculty: Tranita Jackson

HC 318
FACING HISTORY AND OURSELVES
History often ignores the story of how the common person participated in its making in favor of the heroes and the outstanding individuals. The origins and evolution of the Third Reich offer a source for examining the subtleties and texture of change as well as the background which leads to the major events which mark our history. The lessons of this period address eternal questions of human behavior tendencies toward its culmination, the pressuring of peers, the need to belong, inhumanity. By using discussion, films, and readings, students will trace how individuals are shaped by social, political, and economic forces. Pre-’99 Competencies: HC-2, HC-C, HC-D. BA’99 Competencies: H-1-F, H-3-B, H-2-G. Faculty: Shelly Auslander

HC 319
ETHICAL CHOICES IN A GLOBAL COMMUNITY
This course will introduce ethical dilemmas which can only be resolved with an understanding of the many perspectives of the stakeholders. The reach of many current ethical issues u environmental degradation, economic inequality, racial and sexual oppression, the AIDS epidemic, famine, violence u is global. However,
though the 21st century requires us to think globally, identity groups (based on culture, ethnicity, gender, power status, etc.) view the issues from dissimilar perspectives. As a result the answers to basic questions vary greatly, for example: How are the rights of the individual balanced against the good of the community? Do oppressed people deserve preferential treatment or is equality a greater good? Should immediate needs be sacrificed for long term goals? A discussion of different viewpoints expands our range of understanding of possible approaches to ethical issues that confront us as individuals, professionals, family members, community members, and world citizens. Dilemma paradigms and resolution principles will be explored suggesting frameworks for making choices. Students will work individually and in groups to explore a wide range of ethical dilemmas. Students will demonstrate mastery of the competencies with a portfolio and oral presentation of an investigation into an ethical dilemma with global ramifications. This project will require the student to examine the ethical issue from several perspectives, conduct research from a variety of sources, compare and analyze the results, and finally commit to a substantiated approach to the dilemma.

Competencies: A-3-C, H-4, H-1-B. Faculty: Roberta Lieber

HC 320
THE POWER OF PERSUASION
This course is intended to provide students with a thorough understanding of how persuasion and persuasive techniques are used in the communication process of relationships, in the family, and in the world of work. Students will study the art of persuasion by analyzing the text of selected American figures and their speeches, and learn to recognize the skill sets of sending and receiving persuasive messages. Moreover, students will study the approaches, ethics, and symbols of persuasion, by exploring the great speakers and what they were trying to accomplish through language, culture, power, and knowledge. Studying the texts will also strengthen and empower the student's strategic approaches to persuasion, both verbal and nonverbal.

Competencies: H-3-D, H-3-E, F-X. Faculty: Jay Kurtz

HC 321
THE CONTEMPORARY AMERICAN FAMILY: UNRAVELING THE MYTH
This course examines the societal forces shaping aspects of stable and changing family relations; both nuclear and constructed in the United States, focusing on social-structural factors affecting union formation and dissolution (traditional marriage, the gay marriage debate, cohabitation, and divorce); parenting; traditional and "queer", the gendered division of paid work, caring work, responsibility and authority; and the role of the state in supporting families. To better appreciate the depth of contemporary changes in U.S. families, we will begin the semester with an examination of colonial and 19th-century American family life. We will pay particular attention to diverse patterns of family structure and family relationships by social class, race-ethnicity, age, gender and sexuality. We will engage with these topics in a variety of ways, including student presentations, lectures and class discussion, readings, and in-class videos.

Competencies: A3G, H2X, H3X, H4, FX. Faculty: Kevin Brandyon Quinn

HC 322
HUMAN SEXUALITY
Institutions such as, but not limited to the State, the Courts, Religion, Marriage and Family, the military and the industrial complex (es) have used and oftentimes misappropriated human sexuality as a means of hegemony, power and control. With the use of texts, articles, film and discussion and perhaps brief lecture, this course will present variant sexualities while deconstructing and demystifying many of the long-held traditional values, ideals and customs that many in society accept as the norm.

Competencies Offered: A3A, H2X, H3X, H4, FX. Faculty: Kevin Brandyon Quinn

HC 323
THE POLITICAL ECONOMY OF THE GLOBAL VILLAGE
The concentration of great wealth in some countries and grinding poverty in others may be the biggest challenge facing humanity in the new century. This course will explore issues of global inequality by comparing the political and economic systems in the US, Europe, and low-income countries. Our discussions will center on the history and culture of these nations to provide a framework for understanding differences in the way each has developed technologically and socially. Theories on politics, economic programs and foreign investment will be analyzed for insights on the paths taken by successful nations and barriers facing others.


HC 324
DEVELOPING VIRTUAL COMMUNITY
This is a one competence course designed to engage information placed on or derived from the World Wide Web from the perspectives of a variety of ethical and legal frameworks. The issues of access and expression within the context of a free society will be considered from a variety of perspectives, e.g., the religious right,
the ACLU, ordinary parents, workers in a corporate world, as citizens of the United States, as members of a
global society, etc. The course will not so much focus on the answers as it will raise the questions and
acknowledge the tensions. A variety of source materials will be used, especially the Internet. Students
should have some knowledge of navigating the World Wide Web since this class is NOT designed to provide
basic skills for using the Internet. Students may register for ONE of the following: Pre-'99 Competencies: AL-F,
WW. BA'99 Competencies: S-3-F, A-3-X. Faculty: John Willets

HC 325
CITY HALLS, MALLS, AND THE MEDIA
Decisions are made about the communities in which we live and work on a daily basis. Understanding how
these decisions are made can empower citizens to make a difference in their everyday lives. This course will
analyze the relationships among government, the media and the business community in the decision-making
process. First hand information will be provided through interaction with elected officials in visits to Chicago
and suburban council meetings. Competencies: H1C, H4, H2C, S3X. Faculty: Mark Enenbach

HC 326
CONTEMPORARY NATIVE AMERICAN ISSUES
Native Americans are part of our history and heritage, yet many Americans have little knowledge beyond
stereotypes. While invisible to the mainstream, Native American cultures are surviving, striving, and in some
cases, thriving as we enter the new millennium. This course will explore the complex issues facing Native
Americans today through discussion, film, readings, and Native American news media to enable students to
gain a cross-cultural perspective. Students will choose an area of focus on this subject and conduct
independent research to present to their classmates. Pre-1999 competencies: HC-1, HC-G, PW-B, AL-P. BA-
1999 competencies: H-4, H-1-E, S-3-X, A-3-C. Faculty: Arieahn Matamonasa

HC 327
EXPERIENTIAL PSYCHOLOGY: RELATIONSHIPS BETWEEN THINKING AND FEELING
Personality, temperament and past experiences all contribute to the way we relate to ourselves and to the
world around us. In order to experience life more fully, to manage relationships and make life decisions, we
need to be aware of how these influences have affected us, then develop new options for living. Students will
become familiar with liberation psychology, which integrates principles and strategies from several schools of
traditional psychological thought. Emphasis is on acquiring tools for creating an identity and understanding
the context from which these tools were developed. Education methods will include group interaction and
experiential exercises to guide participants in developing deeper self-awareness, acceptance of self and
others. Self-disclosure by participants will be welcome, but is not required for a successful learning
experience. Pre-'99 Competencies: HC-4, HC-T, AL-D. BA'99 Competencies: H-3-A, H-3-C, H-3-F. Faculty: Peggy
St. John

HC 328
GENDER ROLES AND COMMUNICATION STYLES
This course will bring together students and guest speakers to look at how gender-related communication has
definite historical antecedents and consequences; demonstrating how past events influence present ones.
One such event is the new emergence of political demands by previously silenced gender-related groups.
Although our contemporary society has in its literature the varied narratives of individuals struggling for
gender-related dignity and freedom, this course will critically assess these narratives from the various
perspectives of its participating students. In addition, students will use their own cultural-group experiences
(where cultures have distinct beliefs, traditions, attitudes, and general way of normalizing the way one should
live) to demonstrate how gender roles were socially learned and socially enforced, and became a potential
guide for the behavior of its members. However, societies are not static, and today gender-related groups are
asking for greater individual liberty and societal rewards than before. These changes may be related to the
following questions: what other social issues does gender communication intersect (e.g., race, ethnicity,
nationality, class, age, sex, religion)? why were various forms of gender communication more successfully
silenced by society in the past; what moral or ethical considerations does gender communication raise; and
should/should not a democratic society recognize these demands? Those who register for the H-2-H/HC-R
competence will have the opportunity to examine the ways race, gender, and class influence the
communication styles of others. Service learners will reflect on how their personal experiences differ from or
resonates with those they encounter in their service work. Students will also be able to apply course readings
and topics to their own personal growth and service experience. Pre-1999 Competencies: AL-P, HC-C, HC-G,

HC 329
MALE IDENTITY IN TRANSITION
This course, open to men and women, examines issues of gender with a focus on male identity. You will
This course, open to men and women, examines issues of gender with a focus on male identity. You will examine your own perspectives, attitudes, and experiences in light of psychosocial development theory, media influences, power struggles among social groups, and relationship issues in an effort to gain a greater understanding of factors that influence male identity in today's society. The course is offered in a hybrid format, meeting every other week and interacting in an online course discussion between meetings. Projects to demonstrate competence will relate gender issues in power relations in the US, the impact of media, adult development and the workplace. Competences: H2G, H3C, H4, FX.

HC 330
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. Competences: A-3-D, F-X, H-3-A, S-3-B. Faculty: William Henning

HC 331
THE JOURNEY FROM MONEY TO PROFITS
If asked, most people would correctly describe our economic system as "money-based", but few people fully understand the dynamic interplay among the various "partners." Buyers and sellers, dealers and investors hold pivotal roles, but other critically important players include the Federal Reserve Board, U.S. Treasury, Congress, and the banking system. Not only is the banking system the producer of the money supply of this nation, its actions (including those of the Federal Reserve System as the central bank) influence the level of interest rates, the level of prices, and even the relative scarcity of every commodity. And then the impact of the rest of the world must be considered. Once we have ascertained the roles and impacts of the players, we will determine how individuals, families, and communities use that information to establish and revise their own financial plans. Pre-'99 Competencies: HC-3, HC-F, WW. BA'99 Competencies: F-X, H-1-C, H-2-X. Faculty: Nancy Singer

HC 332
CHANGING RELATIONS IN U.S. COMMUNITIES
During the past decade, the United States has experienced a large influx of a variety of immigrant groups. This course examines relations of established residents and new immigrants such as Koreans, Latinos, West Indians, and recent Polish immigrants as well as other groups. In an already heterogeneous society such as the United States, how are new immigrants incorporated into our political, economic, and educational institutions? What impact do new immigrants have on old established communities and their residents? What are the resulting community characteristics from interaction of the new and the old? A comprehensive understanding of changing U.S. communities is imperative to a more precise definition of the "American" identity and ourselves as a nation. This course draws heavily on students' observations as well as on the scholarly literature. At appropriate points in the course, videos, short stories and field trips will serve as a source for understanding the experiences of various immigrant groups and their relations with other ethnics. Students demonstrate competence through participation in class discussions and activities, as well as by writing short essays. Pre-'99 Competencies: HC-1, HC-2, HC-C, HC-G. BA'99 Competencies: H-5, H-1-E, H-1-F, H-1-B. Faculty: Marisa Alicea

HC 333
MODERN CHINESE CULTURE
China's national admiration for its antiquity is similar to America's zeal for its future. The Chinese go back to its past masters of ideas for insight on the modern world. In this course, we will explore Chinese ideas of humanity, society, and religion by examining three major schools of thought: Confucianism, Taoism and Buddhism. We will try, as the Chinese saying goes, "to see the entire leopard through looking at one of its spots." Translated Chinese texts, brief lectures, student presentations, debates, Chinese music, films, food, Chinese paintings and calligraphy, and discussions will be used to formulate and compare American and Chinese civilization. Competencies: H-1-F, H-1-E, A-3-E, H-5, F-X. Faculty: Joseph Liang

HC 334
REMAKING THE AMERICAN HEALTH CARE SYSTEM
Americans continue to identify health care as one of the nation's most critical issues. The United States spends more on health care than any other nation, yet 41 million Americans are without health insurance, and employee health care benefits reflect reductions as employers struggle with rising health care premiums. This online course addresses five major questions: "What should a nation's health care system accomplish?" "How does health care work in America?" "Just how healthy is America's health care system?" "How does the..."
American health care system compare to other nations' health care systems?" Focusing on one key health care issue and ways to improve it, how can we chart a new course for health care in America? Competences: H1H, H1I, A3X, S3D, FX. Faculty: Kathleen Goryl

HC 335
COMPARATIVE METROPOLITAN SYSTEMS
Chicago is a great sports town to be sure, with the Sox, Cubs, Bulls, Bears, Blackhawks, Power, college basketball and all the rest. But the greatest "sport" in Chicago may be its politics. This course will analyze the relationship between politics and government in the Chicago metropolitan area. The significance of the media in formulating public opinion and its impact upon who is elected and how they govern will be evaluated. Students will explore the importance of technology and how technical needs are helping to determine the shape of metropolitan economic development. Students will analyze and evaluate the inter-relationship among politics, governmental forms, public policy, decision making, and interest groups. Through lecture-discussions and readings, students will learn various theoretical and public policy approaches for explaining the nature of urban politics in the United States. Films and guest panelists will bring first-hand knowledge of the subject in terms of their applicability to Chicago, its suburbs, and neighboring towns, through individualized field research.

HC 336
ORGANIZATIONAL COMMUNICATION
Developing communication skills and understanding the communication process of our organizations can have a direct impact on our ability to contribute positively to them. Just as important, these skills help people empower themselves. Communication plays a key role in the way we visualize ourselves as parts of an interconnected web. Quality dialogue, which is marked by a respect for and tolerance of others, is the key to building a true community within the working world. This course is intended to provide a beginning understanding of organizational communication by exploring the concepts and theories that link it with its 'real world' applications of power and control, human relations, corporate culture, and information technologies. In achieving these goals and objectives, students will submit a position paper on organizational communication. In addition, students will complete a take-home midterm exam and complete a final project. Competencies: H-2-D, F-X, L-7. Faculty: Jay Kurtz

HC 337
NATIVE AMERICAN FEMININE TRADITIONS
This class explores the traditions of women from Native American Culture, both historically and in the present. Students will compare the social, economic, and societal roles of Native women to women from other cultures, as well as, the impact of religious beliefs on these roles. Pre-1999 competencies: AL-O, HC-C, HC-F. BA-1999 Competencies: A-3-B, H-3-B, HC-X. Faculty: Arieahn Matamonasa

HC 338
EXTERNSHIP/SERVICE LEARNING: THE OTHER SIDE OF THE RIVER
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. 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.

HC 339
DEVELOPING INTERCULTURAL PERSPECTIVE
The purpose of this course is to provide students with the knowledge/skills necessary to promote successful (and mindful) intercultural interaction. By exploring the everyday challenges that surface-in the workplace, classroom, home, and community-when differing worldviews collide, students will learn to recognize the profound impact that values, attitudes, and behaviors have on cultural understanding. Course modules are sequenced to move students along a developmental continuum. Modules include: Cultural values and assumptions; Cultural marginality; Styles of communication; Understanding U.S. American cultural characteristics; and, Effective intercultural interaction for intercultural competence. Learning strategies allow students to explore their own (and others') underlying assumptions/experiences around cultural difference. Activities include: experiential learning opportunities that speak to cultural issues/concerns students are currently facing; self-reflection/assessment by way of critical reflection papers; interactive discussions (in large/small groups) based on assigned readings; readers' theatre (*); and a collaborative (small-group) book
HC 340
UNITING STATES OF EUROPE
This course will cover European 20th century political, social and economic events. The class will begin with the fragmented state of Europe prior to World War I, move through the economic problems that gave rise to Hitler and Mussolini and conclude with the fall of Communism and expansion of the European Community at the end of the century. Students will view films, hear guest speakers from various European countries and select one nation to research in depth. Lectures and readings will supplement the student's methods of learning about the subject. Competences: H-1-F, H-1-C, H-1-B, H-5, F-X. Faculty: Jo Ann Gesiakowska

HC 341
SHAPING HUMAN BEHAVIOR
This course introduces students to concepts of behavior modification and Cognitive Psychology and offers students the knowledge of how to creatively shape themselves and others in a more positive and systematic way. Through assigned readings, classroom activities, and group discussion, students will examine the concepts of behavior modification and Cognitive Psychology. Students will then design a program for behavioral change which addresses a personal, community or workplace topic approved by the instructor for one chosen competence. The second competence will be fulfilled through a series of small assignments. For more information see the course website at: http://www.depaul.edu/kskorupa/shaping/course.html Pre-'99 Competencies: HC-4, HC-5, HC-F, WW. BA'99 Competencies: H-3-A, H-1-I, H-3-X, F-X. Faculty: Kenn Skorupa

HC 342
THE HISTORY OF THE BLACK CONTINENT: AN AFRICAN PERSPECTIVE
This course will explore the people, places and politics of the world’s second largest continent, Africa. We will trace ancient civilizations, dark ages of slavery, colonialism, and national liberation movements with the intention of obtaining clear, objective information on current African experience, and a critical reexamination of the history of African society, culture and identity. We will use selected readings, slides, film, and video. Students will engage in a discussion of major current events on the continent, and will select a topic and research its relevance to an individual African country as the major learning project. Pre-1999 Competencies: HC-1, HC-2, HC-3, PW-D. BA-1999 Competencies: H-1-C, H-1-E, H-1-F, S-2-D. Faculty: Anghesom Atsbaha

HC 343
THINKING STRATEGICALLY AT THE WORKPLACE
This course examines the connection between strategic management, marketing and accounting. It requires research and case/report writing and the ability to integrate and apply material from the text to analyze and resolve complex business problems. Our study introduces the student to the ways in which organizations must deal with the range of difficulties and constraints in its operating environment, including targeting appropriate and available resources. Through the use of a computer simulation game, teams of students will run a company in a competitive market context. Pre-1999 Competencies: HC-5, HC-O, WW. BA-1999 Competencies: F-X, HC-2, HC-D, S-5. Faculty: Tom Strzycki

HC 344
INTERNATIONAL RELATIONS: A CROSS-CULTURAL PERSPECTIVE
In this course, students will examine how 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 is organized into three parts: an examination of American cultural patterns; an examination of cultural influences on human thought processes; and an examination of the cultural dimension of international negotiation through a comparison of Asian, European, Central American and the U.S. methods of reaching agreements.

HC 345
REVELATIONS: BLACK CHRISTIANITY IN AMERICA
The cultural heritages and socioeconomic situations of African-Americans have given a distinctive character to Black Churches in America. This course will survey the African roots of African-American religious values and their development and expression in American society. We will explore the prophetic vision of some key African-American religious leaders. And we will investigate how Black Churches interpret the individual and social implications of their faith commitments today. The course will explore the role of the Black church as an educational and social institution which impacts leadership and community development in the African
American community. We will also look at the Black church's role in challenging or supporting the religious and social values of all Americans. Pre-1999 Competencies: HC-2, HC-C, HC-G, AL-N, AL-R. BA-1999 Competencies: H-4, H-1-F, H-3-B, A-3-A, A-3-G Faculty: Cynthia Milsap, Michael Skelley.

HC 346
MEDIATING THROUGH THE SYSTEM
This course will examine the nature of conflict and the ways people tend to respond to it, both in formal and informal mediation settings. Students will explore the role and impact of the legal system on mediation processes and the various avenues for mediation within the legal system. Emphasis will be on the development of communication skills and techniques and how they may be applied in various settings to help individuals achieve their own objectives within organizational contexts. Students will participate in a number of exercises and simulations to develop, assess, and refine their skills as mediators. Pre-'99 Competencies: HC-A, HC-B, WW. BA'99 Competencies: H-2-A, H-3-D, F-X. Faculty: Brigitte Schmidt Bell

HC 347
ECONOMIC ISSUES FOR NON-ECONOMISTS
Theoretical concepts have consequences- Keynes noted that “every businessman is the slave of some defunct economist.” For instance, a very abstract idea like that of a so-called “efficient market” actually may come into real life because of Web commerce. If so, one possible consequence is that Amazon.com will never - ever- make a profit as a bookseller. We will explore why that might be the case. Again, is there such a thing as a “free market”, in practice as well in theory? What would it look like? Economic decisions being made now on seemingly abstruse matters such as these will have profound effects on the balance of your work career and life. To explore these and other significant economic matters, we will read a number of non-technical books on economic theory and practice which have, during the last 50 years, shaped the issues central to our activities in our careers and as citizens. The main concern of the instructor is to approach economics in the light of the subtitle of Schumacher's Small is Beautiful: Economics as if People Mattered. Pre-‘99 Competencies: AL-5, HC-3, HC-A. BA-1999 Competencies: A-3-E, H-1-C, H-2-A. Faculty: Harvey T. Lyon

HC 348
TRAVEL COURSE TO EUROPE: THE HOLOCAUST
The course provides an integrative approach to studying the Holocaust. Through history, literature, film, conversations with Holocaust survivors and a field trip, students will explore and assess the enduring meaning of the Holocaust for the human community. The course is designed for individuals who already have a basic knowledge about the Holocaust and an ongoing interest in it. Students will tour Anne Frank’s House in Amsterdam, historic sites such as the remains of the Warsaw Ghetto, the former Jewish quarter of Krakow, one of the most sadistic concentration camps in Majdanek, the Auschwitz/Birkenau Death Camp, and the Jewish Museum in Berlin. The course meets five Thursdays at the Loop campus. Travel is planned for Oct. 18 - 27. Estimated expenses of $2,500 include round trip airfare, hotels, breakfasts, sightseeing and administrative costs. Tuition is extra. Space is limited. See also http://condor.depaul.edu/~hbrusek/HolocaustTrip.html Contact Helen Brusek to register (312/362-5508; hbrusek@depaul.edu) or speak with faculty: Dr. Miriam Ben-Yoseph (312/362-6560; mben@depaul.edu) or Ambassador John F. Kordek (312/362-5652; jkordek@.depaul.edu). BA-1999 Competencies: L7, L10,11, H5, E1, E2. Pre-1999 Competencies: LL7, ALS, HCH, HCX, AL9,10, PW9,10, HC9,10

HC 349
PHILANTHROPY AND SOCIAL CHANGE
Most of us have at one time or another had a great idea for a project or program anf thought, "I wonder if I could get a grant to do it!" If you are someone who would like to make it past the "great idea" stage and put their money where you mouth is, this is a course for you. This course is also a must for anyone in or with the non-profit sector: volunteers, board members, and non-profit employees. Students will learn how to identify community and individual needs, how to design programs to create desired changes, and how to assess the impact of those programs on the community. In addition, students will explore the relationship between the non-profit sector and funding sources and the process by which funding may be obtained for community change projects. The structure of non-profit organizations will be discussed, including the role of the board of directors, fiscal and community responsibility, administration of volunteers, marketing and special events.

HC 350
H90/CAPSTONE SEMINAR: HUMAN COMMUNITY
Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Pre-99 students will address one set of capstone competencies of their choice (HC-9, HC-10; PW-9, PW-10; or AL-9, AL-10). BA-99 students may address the Advanced Electives (E-1, E-2). Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. * Successful completion of Major Seminar or Research Seminar is required to register.
HC 351
HCF/SOCIAL SCIENCE
HCF/SOCIAL SCIENCE

HC 352
MOTIVATION
This course will look at motivation from the individual's perspective, using the discipline of Organizational Behavior (OB) as a basis for study. OB is the examination of human behavior within a setting and draws on psychology, sociology, and anthropology. Exercises, readings, and lectures will help compare theory with the reality of perceptions, values, learning capacities, and actions of groups and individuals.

HC 353
ORGANIZATIONAL THEORY AND CHANGE MANAGEMENT STRATEGIES
Change is a constant within modern business organizations. This course will explore organizational structures from the following perspectives: organizational theory and management practice, culture, goals and objectives, business ethics, global dimensions and strategies, technology, governance and control, change management competencies, the formation of action plans, leadership principles, and communications. High performance organizations effectively integrate these elements to create new and innovative approaches to maximize performance. Problem-solving and decision-making processes within organizations will also be explored from a strategic perspective. Competences: H2C, H2D, H2X, FX. Faculty: Thomas Bottum

HC 354
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. Pre-1999 Competencies: HC-B, HC-3, WW. BA-1999 Competencies: H-3-D, H-1-C, F-X. Faculty: Phillipe Weiss.

HC 355
COMMUNICATIONS TECHNOLOGY IN PEOPLE MANAGEMENT
The approach of American business on human resource management (HRM) has been dramatically affected by the information age. This course explores the dramatic change that has occurred in the way people communicate and manage in today's workplace. While focusing on HRM as the framework, we will take a practical look at the progression from a 'paper and pencil' workplace to one in which email and the internet are a regular part of our day. Particular attention will be focused on the use of the internet in human resources, the relationship between the changing social paradigm and the world of work, and the impact of this change on society. We will also study social institutions as employers and the contrast with the private sector employer. Through work in a small learning team, group dynamics and individual behavior styles will be explored and analyzed. Note: Internet access is required prior to the beginning of class. Pre-'99 Competencies: HC-5, HC-O, PW-B, WW. BA'99 Competencies: F-X, H-2-C, H-2-D, S-3-A. Faculty: Brent J. Malleck

HC 356
LEADERSHIP: LESSONS FROM AMERICAN PRESIDENTS
LEADERSHIP: LESSONS FROM AMERICAN PRESIDENTS

HC 357
THE FUTURE OF RACE
Race is often misrepresented; being only defined in biological terms. The social, ethical, political, financial and institutional implications of race are rarely infused into the definition or examined as the evolving and reciprocal process it is. Further, the impact of these implications on our educational system, media, laws, judicial system, economical systems, family values and personal bias development can go chiefly undetected without a heightened awareness of various roles in the change process. This course will explore the historical and contemporary definitions of race. We will examine the social, ethical and political implications of race on various groups including: African-Americans, Asian-Americans, European-Americans, Latino-Americans, and Native Americans. The class participants will utilize information gathered in the class to develop their own forecast of the future of race. Competences: A4, H-2-A, H-2-G, H-3-B. Faculty: Donna Steele
HC 358
PUBLIC SPEAKING AND PRESENTATION SKILLS FOR THE WORKPLACE
Speaking in public remains on the top ten list of "worst fears". This course is designed to give students an opportunity to move through these fears and build their skills as speakers in various settings. Through exercises and presentations students will build their skills in formal and informal speech. Students will prepare a variety of presentations, including impromptu, persuasive, informative, and motivational. Through class feedback, students will build their presentation skills and organizational techniques, topic development, delivery, and use of visuals. Students will videotape their progress. Students will discover that the way they present themselves often means the difference between inspiring confidence or apathy. Students will also review the historical and contemporary work of effective speakers. Competences: H-2-X, F-X, H-3-E. Faculty: Don McKay

HC 359
ISSUES OF INEQUALITY AND POWER IN 20TH CENTURY AMERICA
This course will review the issues of power relations and inequality as they have impacted the lives of Mexican-American and African-American women in two different sections of the United States. We will present a different view of how these cultures have adjusted and struggled with an "unequal" and often "unjust" America through a telling of their stories, along with reviewing arguments about racial and gender inequality. We will use short stories, articles and short documentaries to supplement the two main texts to showcase different views in order to gain both a basic understanding of the issues as well as import personal experience in oral and written assignments. Pre-1999 Competencies: HC-2, HC-C, HC-G. BA-1999 Competencies: H-4, H-1-B, H-1-F. Faculty: Nancy Davis

HC 360
SPORT AND SOCIETY
Few other issues impact social strata to the degree of sports and competition. What is in question, however, is the value this impact has upon an individual, family, school, community, and country. In this course, we will study many of the major issues and controversies surrounding the impact of sports upon society. We will examine the role of various sports programs, the emphasis on winning and losing, ethics and integrity, the role of coaches, parents, and the media. Students will enhance their understanding of the role of sport in society through the examination of these issues and controversies. Pre-1999 Competencies: HC-A, HC-D, AL-4. BA-1999 Competencies: H-2-A, H-2-G, A-3-D. Faculty: James Bloch.

HC 361
INTERNATIONAL CONFLICT RESOLUTION AND THE MEDIA: A SIMULATION APPROACH
This course will focus on conflict regions and explore the extent to which the international media and worldwide political events impact upon one another. Students will examine both printed and televised news reports, as well as recent political events to acquire insight into the historical and strategic dimensions of a number of disputes. An international conflict simulation, involving student participation, should further enable class members to read between the lines and beyond the rhetoric when approaching a news story or press release dealing with the conflict areas as well as to develop negotiating strategies and processes. Pre-'99 Competencies: HC-3, HC-B, HC-D. BA'99 Competencies: H-1-C, H-3-D, H-2-G. Faculty: Phillipe Weiss

HC 362
POVERTY, POLICY AND THE ECONOMY: POOR IN THE USA
This course will explore the history of efforts to help the poor in the United States. The impact of the economy and foreign policy upon support for government funded programs to assist low income persons will be evaluated. Students will engage in first hand learning by researching resources available to help those in need. Competencies: H1X, H2X, A-4. Faculty: Mark Enenbach

HC 363
URBANIZATION: CHICAGO AND THE DYNAMICS OF REGIONAL DEVELOPMENT
Chicago faces enormous challenges in promoting economic stability and presenting the health and safety of residents. This course will examine these issues using theories of urban development to understand the historical, economic, social, and political forces which have transformed the greater Chicago region. In addition, information about the development of the Chicago area will be compared to research about cities elsewhere. Issues to be examined will include economic growth, community formation, demographic change, and the role of social institution. Strategies for addressing crime, health, and poverty will be analyzed. This semester-long course will be organized into discrete units to focus on different aspects of urban development and the specific forms it has taken in Chicago. The class will feature an interactive learning strategy. Students will address these issues in class through small group work, presentations, other in-class exercises and discussions lead by an instructor.
HC 365
JAZZ AND CHICAGO
This short course will introduce the student to the pleasures and enrichment of jazz. Students will learn what jazz is, learn about its fascinating history and some of its most influential players, and learn about the special role that Chicago has played-and still does play-in great jazz. In the classroom we'll hear records, view videos, engage the instructor in question-and-answer sessions, and hear stories about this unique musical art form and Chicago's ongoing role in it. The instructor, a jazz writer and longtime jazz drummer, will enliven the course with personal anecdotes covering a considerable part of Chicago jazz history. Class will meet four times in the classroom and once at a top, no-smoking jazz club for a live performance. Competencies: H1X, A1A, A1C. Faculty: Joe Cunniff

HC 366
CINEMA OF PEACE: FILM AS A CREATIVE POLITICAL MEDIUM
Hollywood has made a highly profitable business by nurturing the notion of film as a form of mass entertainment, one that serves the needs of the American public in specific ways. As we move beyond Hollywood to explore cinemas around the globe (as well as independent cinemas within the United States), however, we become aware of many other ways that cinema can help us to make sense of our world and our experience of it. This course explores one of these "alternative" strategies of cinema, by focusing upon narrative films in countries whose governments previously suppressed or severely regulated the freedom of expression of their filmmakers, but which have recently seen this freedom restored. By examining these films in a global context, we will seek to appreciate how filmmakers create films to confront both their national and personal history. Ultimately, the course will explore how we can enrich our understanding of our own histories through the medium of cinema. The course features weekly in-class screenings of feature films from challenging and internationally celebrated filmmakers of Taiwan, Iran, the United States, and other nations. We will use these films and related readings as the basis for our discussion. Students will write critical essays as well as reflective pieces. Please note that the course meets from 6:00 to 9:30 p.m. each week. Competencies: A-1-X, A-5, H-1-X, H-4, H-5. Faculty: Michael DeAngelis

HC 367
MANAGING INTERPERSONAL CONFLICT
Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality, ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong. In this course, we will look at various methods for handling conflict and consider how we might apply them to personal, work, community and literary conflicts through lecture, small group work, role playing, reading, various written projects, and discussion. Pre-1999 Competencies: HC-B, HC-H, WW. BA-1999 Competencies: H-3-D, L-8, F-X Faculty: Lynn Holaday

HC 368
MULTICULTURAL LEADERSHIP
America's diverse cultures have always had a powerful influence on concepts of social, political and spiritual leadership, including the form of democracy in the United States. Multicultural perspectives contribute significant value for today's global society and modern organizations. Aspiring leaders will draw inspiration found within various cultural communities past and present, and develop greater awareness, knowledge and skills to become better leaders of others and themselves. This course provides a critical analysis of traditional leadership concepts contrasted with the definitions and practical application of leadership in the context of cultural values, attitudes, ideologies and worldviews. It examines such ideas as principle-centered leadership, peacemaking as conflict resolution, restorative justice, care ethics, power and tradition in relation for today's issues of identity, sovereignty, and economic development. The multicultural voice is considered for its potential to positively transform modern global relationships, spiritually, socially, politically and economically. Competences: H2X, H4, FX, A3X, H5. Faculty: James Mannion

HC 369
AFRICA: A CHANGING CONTINENT
This course deals with Africa's socio-economic and political transformation with a focus on the changes and challenges of this decade. Students will participate in group projects around current problems and issues in sub-Saharan Africa. Students will individually study a particular country and design a strategic plan for political stability, peace and economic recovery. Guest speakers, films and readings will enliven class discussions about the significance of Africa's continental change. * Completion of "A History of the Black Continent" or other prior African history college courses or adequate background on the subject is required prior to registration. For more information, contact the instructor at (773) 907-4373. Competencies: E-1, E-2. Faculty: Anghesom Atsbaha
HC 370
AFRICAN SPIRITUALITY AND EDUCATION
The course involves an in-depth study of indigenous African educational practices and the spiritual values that support them. Indigenous Africans understand and live life as one whole, rather than see it as a compartmentalized experience of religion, spirituality, politics, economics, etc. Using Nelson Mandela's autobiography "A Long Walk to Freedom" and the instructor's book, "The Heartbeat of Indigenous Africa", the course will invite students to remember, reclaim, and re-tell their own stories of childhood experiences, educational experience, and life experience. Class work will include discussion, active story-telling and listening, projects, and writing. Out-of-class-work will include talking with and listening to selected elders, like: storytellers, parents, grandparents, formators, counselors and others, in order to disclose and identify fundamental human virtues/values that are inherent in any holistic human formation process. Competencies: H-5, A-1-H, A-3-B. Faculty: Raymond Mosha

HC 371
ART IN EVERYDAY THINGS: BOOKS AND PAPER-MAKING
Learners in this experience will learn the history of and participate in the ancient art of papermaking. Students will also study the history of books and their impact on the development of societies in the ancient world. Where would we be without paper and books? Would we have developed computers if we had not developed alphabets? What purposes are served by writing things down? Why was writing necessary? What did it replace? In our culture, the visual arts have been forcibly removed from the public domain. We can find art if we go to the museum, or if we frequent the galleries. Viewing works of art can be awkward and troublesome. Why is this necessary? In other, less segmented cultures than our own, every citizen participates in the production of works of art. In some places, art and citizenship are inescapably intertwined. Must art be exclusive and exclusionary? In this course, students will dissect these issues, will consider the opinions of the experts, and will write their own definitions of art and craft. Students will also experience the creative drive themselves through the production of paper. This will be, necessarily, an experiential process. Students should prepare by wearing old clothes to class and should expect to get wet. This course will meet for four introductory lectures, followed by independent meetings with the teacher for the production of the artwork and individual research projects. Competences: A1X, A2X, H1X, A5. Faculty: Betta LoSardo

HC 372
ANALYZING MAJOR SOCIAL MOVEMENTS
This course examines the similarities and differences in social movements as they relate to race, gender and sexual orientation by analyzing the African American Civil Rights Movement, the Women's Movement, and the LGBT Movement. In addition to focusing on aspects of power and justice the course will address themes that are applicable to a majority of movements and political organizations globally throughout history. These themes include but are not limited to: assimilation versus separation, exclusivity versus inclusivity, gradual change versus radical change, working within the system versus creating an alternate system and social versus institutional change. By examining movements that focus on three extremely diverse forms of oppression students will be able to develop an understanding of how race, gender, and sexual orientation impact an individual's identity and how that relates to community. Students will undergo a journey of self-identification, as they understand the personal, the collective and the cultural impact of social movements. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, guest speakers, videos and discussion to their own personal experience. Competences: A3A, H1B, H3B, H4, FX. Faculty: Elizabeth Lindsay.

HC 373
THE HISTORY OF AMERICAN LABOR AND BUSINESS
This course will explore organized labor's relation to workers, business, and society by focusing on the role organized labor has played in the workplace and upon business practices, as well as in social reform and in the political process. Pre-1999 Competencies: WW, HC-C, PW-B. BA-1999 Competencies: F-X, H-1-B, S-3-X. Faculty: Paul Street

HC 374
WAR AND THE INDIVIDUAL: WORLD WAR I AND VIETNAM
As we reflect on the century which is drawing to a close, we recognize that human conflict has been a tragic constant of the age. Civil wars, revolutions, passive resistance, territorial aggressions, and genocide have marked this century as no other and have raised questions about the nature of human existence. Great novelists, poets, painters, journalists, photographers, and filmmakers have labored to portray what war means--to those individuals who fight, to those who watch, and to those who are caught in its web. This course will focus on the voices of participants of two major military episodes of the century-World War I and
course will focus on the voices of participants of two major military episodes of the century—World War I and Vietnam. We will read selections of stories, novels, journals, and poems written during the early days of a war and then consider how the authors' views change as their experience of war continues. Then we will think about whether the experience and views of the participants in two seemingly different conflicts have anything in common. Finally, we will note the distinctiveness of individual voices in individual roles—the professional soldier, the draftee, the nurse, the journalist, the bereaved sister, the surviving officer. You can register for only one competence as this is a five week course. Pre-1999 Competencies: AL-1, AL-C. BA-1999 Competencies: A-1-A, A-1-D. Faculty: Susanne Dumbleton

HC 375
UNDERSTANDING ECONOMIC SYSTEMS
This course will focus on basic economic concepts; especially those relevant to the operation of labor markets and their application to real world behavior and situations. Students will be exposed to such topics as the cost and benefits of doing business in union and union-free environments, technological change and labor demands, contingent and part time workers, minimum wage, global competition, and free trade. Students will learn how to evaluate major economic trends, events and developments in the world of work, which impact every-day activities. Pre-1999 Competencies: WW, HC-3, HC-E. BA-1999 Competencies: H-1-C, H-2-X, F-X. Faculty: Ronald M. Willis

HC 376
AFRICA: HISTORY OF THE CONTINENT
Recently, the continent of Africa created a special attention and a rapidly growing interest among Americans and around the world. This course is uniquely designed to explore the history of the second largest continent—from ancient times to independence. It provides an introductory study to the history of Africa: its people, the places and the political past. It traces the rise and fall of great empires, explores ancient civilization, slavery, European colonial rule, nationalism and the struggle for freedom. This course will briefly discuss the historical contribution of nationalist leaders like Jomo Kenyatta, Julius Nyerere, Kwame Nkrumah, Sedar Senghor, Ahmed Ben Bella, Nelson Mandela, Samora Michelle and Patrice Lumumba. It is a ten-week voyage of discovery and lifetime knowledge to treasure. We will use selected readings, documentary films, guest speakers, and group discussions. Competences: A1H, H1F, H5, S2X, H1C. Faculty: Anghesom Atsbaha

HC 377
PRODUCTIVE WORKPLACES: GROWING THE CAPABILITIES: ORGANIZATIONS/INDIVIDUAL
All types of organizations are continuously learning more effective ways of growing their capabilities so they can achieve their strategic goals or win in the marketplace. As organizations continue to grow, so must individual contributors. In this course, students will learn an organizational effectiveness model while discovering their own personal strategies for ensuring their personal and professional growth that aligns with their own workplaces. Students will build their own growth organization through a combination of self-determined learning formats, including: case studies, peer feedback, organization effectiveness theory and models, project work and journaling. Pre-1999 Competencies: HC-5, HC-H, HC-O, WW. BA-1999 Competencies: L-7, F-X, H-2-C, H-2-D. Faculty: Christopher Pett

HC 378
RESPONSIBILITY
Communities throughout history have survived because they have stuck together. Individualism, a mighty force in our own culture, might not the best, or the most time honored way to get by in the world. In this course, students will examine contemporary theories of social ethics, and will apply them to today's problems in community life. Students will address questions related to corporations' responsibility to the communities from which they draw employees and whom they serve. Students will also consider the role of the individual in group survival, and the ways in which we handle multiple responsibilities in our world. This course meets for five on campus sessions and includes five Blackboard based meetings. Competences Offered: A4, A3X, H2X, FX. Faculty: Donna Steele

HC 379
MOTIVATIONAL INTELLIGENCE
The word motivate originates from the Latin word, movere, which means to move. Today, IT MEANS TO INSPIRE OR TO MOVE SOMEONE TO ACTION. The ability to motivate oneself and others is a vital skill, both for personal efficacy and in the workplace. This course explores motivation in depth. Students will become familiar with key psychological theories (Maslow, Frankel, Bandura) and the motivational theories of McClelland, and Hertzburg. Through discussion, directed journal writing, readings, class activities, and self-assessment instruments, students will gain personal insight into the antecedents of their own patterns of motivation. This knowledge will be used to analyze problems both in the workplace and in student's lives with an emphasis on utilizing strategies that lead to positive action. Students will plan and execute a Learning Project which will be orally presented to the class and will demonstrate understanding of a problem
Learning Project which will be orally presented to the class and will demonstrate understanding of a problem and its possible solutions based on motivational theory. Competences: H2C, H3A, H3C, FX. Faculty: Mary Lou Johns

HC 380
EMPLOYMENT AND LABOR RELATIONS
This course will examine the relationship in the workplace between employers and employees, especially as that relationship relates to business practices, legal rights, and social compacts. The course will offer an overview of the history of labor and its relation to business; legal structures and statutory rights as they relate to labor law; conflict resolution, and how the new "industrial relations" is changing how employers and employees relate to each other in today’s business world.

HC 381
AFRICAN AMERICAN LEADERSHIP AND THE BLACK CHURCH
Many of America's greatest leaders, Dr. Martin Luther King Jr., Jesse Jackson, Adam Clayton Powell, Jr. and others were trained and impacted by their involvement with the Black Church. This course will address the historical, current, and changing role of the Black Church and its leadership in society with special emphasis on examining how the black church serves as an incubator for the development of African American leaders. Lectures, classroom discussions, student reports, and other resources will be used to learn about the many educational roles of the black church and how it continues to impact the social histories of African Americans and other ethnic groups. Pre-1999 Competencies: HC-2, HC-A, AL-5. BA-1999 Competencies: H-1-F, H-2-A, A-3-E. Faculty: Cynthia R. Milsap

HC 382
AMERICAN COLONIAL HISTORY
This course will survey the major themes in U.S. social, cultural and political history before and immediately after the American Revolution. It will explore the world of specific ethnic groups: the British, African peoples, and Native Americans, among others, as they inhabited what would become the United States in the seventeenth and eighteenth centuries. It will examine regional differences in the thirteen colonies, the establishment of slavery in the colonies, the cause and consequences of the American Revolution, and life in the early national period. Video presentations, some literary materials, and readings from Paul S. Boyer's The Enduring Vision: A History of the American People Concise (Vol. I) will form the core of class discussion. BA-1999 Competencies: A3A, A4, H1B, H1F, H4. Pre-1999 Competencies: ALG, ALN. HC2, HCC, HCG. Faculty: Nancy Davis

HC 383
PROMOTING HEALTHY COMMUNITIES
"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". The World Health Organization's definition of health challenges us to consider social as well as physical and emotional conditions that might undermine a person's or a community's well being. As a class we'll be talking to and working with those who try everyday to improve their own health and that of others in their community. In collaboration with some nursing students, we'll be organizing a health fair, offering information that promotes health. In connection with this experiential learning, class readings, assignments and conversation will explore 1) health issues facing an urban community; 2) inequality of health and health care access; and 3) local and national efforts to improve the health of the uninsured. Competencies offered: H4, H1I, H2H, FX. Faculty: Susan Reed.

HC 384
WOMEN IN BUSINESS
Women have participated in the American workforce in increasing numbers over the last few decades. What contributions have they made? What problems exist for women workers? What are the differences in the perception of blue, pink, and white collar workers in American business? Has any progress been made on issues of gender inequality? Students in this course will examine women's roles in the workplace, and will address the development of their own leadership skills. Topics covered range from sexual harassment, through women as potential workplace leaders, to the underutilization of females at work. Students will study how advertising, organization reform, and social theories influence the efficacy of women at work. Pre-1999 Competencies: ALR, HCC, HCG, WW. BA-1999 Competencies: A3G, H3B, H4, FX.

HC 385
CHICAGO: THE EMERGENCE OF A METROPOLIS
Since 1837, Chicago has grown from a small settlement to a world class city. This course will look at Chicago's emergence and provide an overview of the human and physical resources that contributed to its rapid growth. Students will review past and contemporary issues affecting the city including public education, the city's neighborhoods, Chicago politics and major developments that impact the city and its economic
health. Through lecture and discussion, students will have an opportunity to identify people who have shaped
the face of Chicago, and examine key components of its infrastructure. A full-day field trip by motorcoach is
built into the syllabus of the course. Students will be asked to contribute a small amount towards the cost of
the bus. Selection of the day will depend on class consensus. Competencies: H-1-F, S-2-D, S-3-X. Faculty:
Phyllis Kozlowski

HC 386
TECHNOLOGY AND THE WESTERN MIND
This course will explore the technological development within early western civilizations. Students will
investigate how technology enhanced and influenced the growth of western cultures, and will demonstrate
how technological development of early western societies impacted modern societies. Building from the
technological development of the past western cultures, this course will also investigate the impact of
technology in the 20th century and the students' lives. Pre-1999 Competencies: H-1-F, HC-H, HC-Q, WW. BA-
1999 Competencies: F-X, S-3-F, H-2-X. Faculty: Jane Zilligen

HC 387
PUBLIC SPEAKING: HOW TO CHANGE THE WORLD
Whoever speaks most clearly and most movingly, influences minds and hearts. How might learning the skills
of public speaking affect your career? This course will introduce you to the skills necessary to feel
comfortable in front of groups, communicate in an engaging way, and give effective presentations at work.
Students will read and experience the rhetoric of leaders, historical and contemporary, in order to apply the
ideals and concepts of speechmaking to their own lives. We will listen to speeches by such diverse figures
as Adolf Hitler, Frederick Douglass, Barbara Jordan, William Shakespeare, Jesus Christ, etc. We will learn how
to construct and deliver effective speeches at work and in our personal lives. We will also consider how the
art of persuasion influenced us historically and in the present. How has the media influenced our ability to
make sense of the speeches we hear? How do we react to speechifying at work? How do we receive and
interpret political speech? Students will be expected to deliver two speeches in the classroom and to assess
the oratory of their peers. Competences: H1X, H5, A2X, FX. Faculty: Anne Rapp

HC 388
CULTURE CENTERS: CATALYSTS FOR CHANGE
This course focuses on the ways we as individuals, working with others, can initiate economic and social
change in a community. The role of both leaders and cultural organizations as catalysts for community
improvement will be examined. Students will study a cultural organization and learn how to identify
community needs, design and implement social programs and evaluate their long-term effectiveness.
Students are encouraged to investigate the various local private and public organization as lifelong learning
resource centers for their own growth and development. Activities will include group discussions,
presentations, a case study, field trip to the Chicago Cultural Center, guest speakers, research, in-class
exercises, journaling, report writing and listening to audiotapes. Pre-‘99 Competencies: AL-I, HC-5, HC-A, HC-I.

HC 389
TECHNOLOGY, POLITICS, AND CHANGE
Former Secretary of Labor, Robert Reich, described three types of economic classes in America today. At the
top is the overclass - those poised to ride the waves of technological change. At the bottom is the underclass
- those who are isolated from the core economy. In the middle is the anxious class - those who are employed,
but justifiably uneasy about their own standing. Reich's typology highlights the most uncertainty most of us
must face as we contemplate the future. The phrase "technologically obsolete" was once used to describe
equipment. Today, the anxious class understands this phrase to describe careers, industries, and social
institutions as well. This course is designed to help students understand the underlying factors that induce
changes in the character of political, social, and economic relationships. In particular, it will focus on how the
interaction of politics and technology has shaped the world in which we live. Through lecture, class
discussions, "virtual" field trips, research projects, and readings, students will analyze the relationship
between politics and technology. The course will be divided into three major themes with specific learning
experiences associated with each.

HC 390
APPLIED LEADERSHIP SKILLS
As we approach the 21st century, a major change is occurring with respect to the age and make-up of the
working population which can have a significant impact upon the management of people. Moreover, the
challenges facing American managers today are not only profit/loss-oriented business decision-making tasks,
but also the acquisition and improvement of new skills in working with people. The rules of the game for
managers are indeed changing rapidly. This course will examine and address issues and concerns related to
managers are indeed changing rapidly. This course will examine and address issues and concerns related to managing people, and offer a new constructive way of dealing with the seemingly intractable problems facing managers today. Competencies: A-3-X, H-3-D, H-4, F-X. Faculty: Kumiko Watanuki

HC 391
AFTER THE FALL OF THE WALL
The ending of the Cold War is one of the most significant events of the 20th century. This course combines socio-cultural history and current events to explain the momentous changes which have occurred since the fall of the Berlin Wall in 1989. Students will review world events after World War II which led to the Cold War, examining how the role of the "enemy" and allocation of blame in each society led to misunderstandings on both sides. The contribution of the mass media to a culture of anxiety and fear will also be discussed. Competing theories on who or what deserves credit for the end of the Cold War will be followed, as well as implications and lessons of the conflict's end, the new nationalism in Europe, domestic policy considerations in the U.S., and regional to global economic changes. Pre-1999 Competencies: HC-2, HC-3, HC-C, WW. BA-1999 Competencies: H-1-F, H-1-C, H-1-B, F-X. Faculty: Donald J. McKay

HC 392
LATINA PORTRAITS
Chicago and the larger metropolitan area have long been destination points for many Latino immigrants. Today Latino Chicago is comprised of many diverse groups including Mexicans, Puerto Ricans, Cuban and Central and South Americans that have become a vital part of Chicago's economic, political and cultural life. In Latina Portraits students will have an opportunity to learn and explore various social issues relevant to Chicago Latina experiences. One of the key ways we will explore the themes and questions of this course is by collaborating with Mujeres Latinas en Accion, a non-for-profit organization in Chicago's Pilsen community, to complete a study of Latinas in the Chicagoland area. This class will meet for 5-6 sessions on Wednesdays over the Summer (specific dates for the Wednesday sessions can be obtained by contacting the instructor.). Additional course activities will take place via the internet and through one on one meetings. Students will be required to travel throughout the City to conduct interviews and to visits social service agencies. Students may register for up to two of the following competencies, H1X, H2X or S3X or they may register for the Externship competencies, L10 and L11.

HC 393
VIDEO AND THE CORPORATION
This course features professional video communicators and their creations. Subjects discussed will include: interactivity, desk-top production, and virtual reality. Students will seek to understand the effect of video on workers, management and the public, will be capable of discussing the developing relationship between communications technology and organizations, and will be understand the role of video now and in the future of organizations. Pre-1999 Competencies: PW-B, HC-D, WW. BA-1999 Competencies: A-2-C, H-2-G, F-X. Faculty: William P. Johnston

HC 394
SINGLE PARENT FAMILIES: A SOCIAL AND ECONOMIC PERSPECTIVE
There has been a significant amount of growth in single-parent families in America. Single parents, which include teenaged, divorced, and never-married parents, may or may not have the necessary resources and skills to provide a healthy home-life for their children. Some challenges associated with single parenthood include lack of financial and emotional support, the necessity to assume multiple roles, and difficulty maintaining personal relationships. The ways in which these issues are addressed can vary depending on sociological, psychological and economic factors. Students will examine the ways in which single parents successfully adapt to challenges and discuss how social institutions, personal friendships and family members can serve as sources of support. Single parenthood is not a prerequisite. Pre-1999 Competencies: HC-4, HC-A, HC-C, HC-Q, HC-U. BA-1999 Competencies: H-2-A, H-3-A, H-3-B, H-3-G. Faculty: Cynthia Sims

HC 396
RIGHTS IN THE WORKPLACE
This course is an examination of the shift from the industrial "social compact" to the array of federal and state laws designed to protect working people. Areas to be studies in this employment law course will include the Equal Employment Opportunity Act, the Fair Labor Standards Act, the Civil Rights Act, the Family and Medical Leave Act, ERISA, and OSHA. There will be a special emphasis on evolving areas of employment law, such as the employment “at will” doctrine, sexual discrimination, and the rights of the disabled in the workplace.

HC 397
CREATIVITY AND PUBLIC POLICY
Creativity is at the core of the American character, economy and democratic tradition. Business writers have extolled creativity as a vital resource to be studied, celebrated and nourished if America is to continue to
thrive in the 21st century. One writer estimates that some 38 million U.S. workers are employed in creative industries while another estimated that creativity-based industries produced some $960 billion in revenue in America in 1999. In Illinois, over one-third of full-time workers are employed in creativity-based industries. 35 million are in the United States right now who were not born here because they are seeking the opportunity unique to America - the ability to re-invent one's self and create a new identity not based on creed, religion, place of origin or anything else -- except one's character and quality of ideas. Clearly, creativity is a serious matter for public policy discussion. What can be done by civic leaders to help or hinder creativity? This class will examine the topic using traditional and non-traditional approaches. We will combine lecture with student presentations, guest experts, performance and hands-on exercises designed to explore our own creative abilities. Topics covered will include: censorship and freedom of expression, creativity and economic development, and the connections between personal creativity and social change efforts. Competences: A-5, H-1-F, H-2-A, H-2-B, H-4. Faculty: Thomas Tresser

HC 398
LANGUAGE AND CULTURE
Language - culture touches many of the most vexing and intractable contemporary sociopolitical problems, and may very well be a pathway for solutions as well. Through selected discussions, presentations, and readings, students will confront the key issues involved in language-culture. The process will focus on self-discovery as the chief method of relating to and understanding the practical ramifications of a world with a variety of world views expressed through cultural and linguistic means. Students can expect to broaden their own horizons considerably as they participate in group discussions of contemporary issues and problems. Students will select and define a specific topic for research and present findings to the group. The linguistic-cultural skills acquired through group discussion, class interaction, and guided research will equip students for practical, empathetic living in the complex multi-cultural world of the 21st century. Pre-1999 Competencies: HC-1, HC-2, HC-X. BA-1999 Competencies: H-1-E, H-1-F, H-5. Faculty: Thomas Klocek

HC 399
ELECTION 2004: THE WHOLE WORD IS WATCHING
With the 2004 campaign for President in full swing, the entire world is waiting to see if there will be a shift of power in the world's only superpower. How are the candidates speaking to the main issues? What are the trends in voter registration and turnout? What constituencies are backing each party? Who decided the 2000 election? This course examines the who, what, where, when, and why of the present election process. We will read books and excerpts from the following and others: The Buying of the President 2004: Who's Really Bankrolling Bush and His Democratic Challengers and What They Expect in Return by Charles Lewis; Bush's Brain: How Karl Rove Made George Bush Presidential by James Moore; Supreme Injustice: How the High Court Hijacked Election 2000 by Alan Dershowitz; and Choosing the President 2004: Citizens Guide to the Electoral Process, by the League of Women Voters. Guest speakers, videos, and other experiential learning will enhance the readings. Competences: H1C, H2F, H4. Faculty: Maureen Dolan

HC TRH1A
H1A Competence
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HC TRH1B
H1B Competence
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HC TRH1C
H1C Competence
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HC TRH1D
H1D Competence
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HC TRH1E
H1E Competence
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HC TRH1F
H1F Competence
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HC TRH1G
H1G Competence
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HC TRH1H
H1H Competence
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HC TRH1X
H1X Competence
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to accommodate transfer courses and/or experiential learning relating to the Communities and Societies Subcategory.

HC TRH2A
H2A Competence
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HC TRH2F
H2F Competence
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HC TRH2G
H2G Competence
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HC TRH2X
H2X Competence
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HC TRH3A
H3A Competence
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HC TRH3C
H3C Competence
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HC TRH3E
H3E Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

The Human Community Category This competence is part of the 'Human Community Category' of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-3: Individual Development Subcategory This competence is part of the 'Individual Development Subcategory' of the SNL curriculum. These competencies address the personal development issues that range from understanding the self, interacting with others, the study of behavior and adjustment to growth and change. H-3-E Competence: Can speak effectively in public settings.

HC TRH3X
H3X Competence
School for New Learning Program

The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

The Human Community Category

This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-3: Individual Development Subcategory

This competence is part of the ‘Individual Development Subcategory’ of the SNL curriculum. These competencies address the personal development issues that range from understanding the self, interacting with others, the study of behavior and adjustment to growth and change. H-3-X Competence: This statement is written by student’s academic committee to accommodate transfer courses and/or experiential learning relating to the Individual Development Subcategory.

HC TRH5

H5 Competence

School for New Learning Program

The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

The Human Community Category

This competence is part of the ‘Human Community Category’ of the SNL curriculum. These 8 competencies address the study of human interactions and communication between individuals, small and large groups, organizations, institutions, societies and cultures. H-5 Competence: Global Perspectives; Can analyze issues and problems from a global perspective.

HC TRL6

L6 Competence

School for New Learning Program

The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

Lifelong Learning Area

This competence is part of the ‘Lifelong Learning Area’ of the SNL curriculum. These 12 competencies address your academic development and your lifelong learning skills. L-6 Competence: Quantitative Reasoning; Can use mathematical symbols, concepts, and methods to describe and solve problems.

Human Services and Counseling

Undergraduate Course Descriptions

Human Services and Counseling

HSC 200

COMMUNICATION STRATEGIES FOR EFFECTIVE HUMAN INTERACTION

Communication Strategies For Effective Human Interaction

HSC 201

INTRODUCTION TO HUMAN SERVICE SYSTEMS
Human-Computer Interaction

Undergraduate Course Descriptions

Human-Computer Interaction

HCI 201
MULTIMEDIA AND THE WORLD WIDE WEB
Overview of the Web, its origins and capabilities. Students will create homepages on the Web. Topics include Web-based technology, creating content for distribution on the Web and basic design concepts. Students will learn to evaluate Web sites based on a variety of criteria. PREREQUISITE(S): NONE.

HCI 271
FORMATTING DIGITAL PAGES II
This course builds on HCI 270 with problem-based application of perceptual and communication principles in developing effective multi-page screen environments. Includes experience with more sophisticated visual software. PREREQUISITE(S): HCI 270.

HCI 312
ANALYSIS AND DESIGN FOR HUMAN-COMPUTER INTERACTION
(Formerly HCI 300) User and task analyses that emphasize an early focus on users and their environment. Stresses methods that lead to successful communication and teamwork. PREREQUISITE(S): HCI 210.

HCI 341
USABILITY ISSUES FOR ELECTRONIC COMMERCE
(Cross-listed with ECT 341) Design, prototyping and evaluation of e-commerce web sites. Context of usability in the project development life cycle. User/task analysis with emphasis on the first time and the infrequent user. Content organization. User testing with low fidelity prototypes. Aesthetics and appeal. Students’ projects involve design and/or evaluation of actual electronic commerce sites. PREREQUISITE(S): HCI 210 AND IT223.

HCI 350
USABILITY IN COMPUTING SYSTEMS
Application of psychological theory to the design of computer systems, with emphasis on web sites. Overview of applicable research methods, Sensation, cognition, decision making, Display and control design. Overview of workspace design including biomechanics, work physiology, stress and workload. PREREQUISITE(S): HCI 210.
ICE 100
INTRODUCTION TO THE PROFESSION I
Introduction to chemical engineering and engineering productivity software. Communication skills development, technical reporting and presentation, engineering ethics, and a variety of topics are discussed.

ICE 202
MATERIAL AND ENERGY BALANCES
Material and energy balances for engineering systems subjected to chemical and physical transformations. Calculations on industrial processes. PREREQUISITE(S): CSC 224/225 or equivalent; MAT 149/152/162 and CHE 113 or CHE 131 (Taught at IIT as CHE 202)

ICE 296
INTRODUCTION TO IPRO
Introduction to process design. Principles and techniques in effective team work. Performance of selected design tasks in project groups integrated with ICE 496. Practice with process design software. First part of the ICE 296 - ICE 496 project package. Only chemical engineering students should register for this course. PREREQUISITE(S): ICE 101, ICE 202, or consent. [Taught at IIT as IPRO 296]

ICE 301
FLUID MECHANICS AND HEAT-TRANSFER OPERATIONS
Flow of fluids and heat transfer. Fundamentals of fluid flow and heat transfer design equations as applied to selected unit operations. PREREQUISITE(S): ICE 202, ICE 252. COREQUISITE(S): ICE 343, MAT 260. Taught at IIT as CHE 301.

ICE 302
MASS-TRANSFER OPERATIONS [CORRESPONDS TO CHE 302]
Mass transfer in stagewise and continuous contacting equipment. Mass transfer design equations as applied to selected unit operations. Unsteady state operations in mass transfer equipment. Prerequisite(s): ICE 301. (Taught at Illinois Institute of Technology as CHE 302)

ICE 317
CHEMICAL ENGINEERING LABORATORY I [CORRESPONDS TO CHE 317]
Laboratory work in the unit operations of chemical engineering, fluid flow, heat transfer, and other selected topics. Prerequisite(s): ICE 301. (Taught at Illinois Institute of Technology as CHE 317).

ICE 320
TRANSPORTATION PHENOMENA [CORRESPONDS TO CHE 406]
The equations of change in different coordinate systems (mass, momentum, and energy transport). Velocity distribution in laminar and turbulent flow. Formulation and analytical solutions to the problems of viscous flow, molecular diffusion, heat condition and convection. Prerequisites: ICE 301, ICE 302 & ICE 252. (Taught at Illinois Institute of Technology as CHE 406)

ICE 322
CHEMICAL ENGINEERING LABORATORY II (CORRESPONDS TO CHE 418)
Laboratory work in distillation, humidification, drying, gas absorption, filtration, and other areas. (Taught at Illinois Institute of Technology as CHE 418)

ICE 324
CHEMICAL REACTION ENGINEERING [CORRESPONDS TO CHE 423]
Introduction to the fundamentals of chemical kinetics. The design, comparison, and economic evaluation of chemical reactors. Emphasis on homogeneous systems. Prerequisite(s): ICE 302, ICE 351, ICE 326. Taught at...
Illinois Institute of Technology as CHE 423.

ICE 326
PROCESS MODELING AND SYSTEM THEORY [CORRESPONDS TO CHE 433]

ICE 328
PROCESS CONTROL [CORRESPONDS TO CHE 435]
Dynamic process models, stability assessment, feedback and feedforward control strategies, design and tuning of closed-loop controllers, time domain and frequency domain design and performance assessment methods. Multivariable systems, interaction, multi-loop control. Software for process simulation and controller design. Prerequisite(s): ICE 302, ICE 326. Taught at Illinois Institute of Technology as CHE 435.

ICE 330
NUMERICAL AND DATA ANALYSIS (CORRESPONDS TO CHE 439)
Utilization of numerical methods to find solutions to a variety of chemical engineering problems. Emphasis placed on problem formulation, development of computer code, and interpretation of results. Techniques covered include: systems of algebraic equations, linear regression, and statistics. Numerical differentiation and integration, solution of ordinary and partial differential equations. (Taught at Illinois Institute of Technology as CHE 439)

ICE 332
CHEMICAL PROCESS THERMODYNAMICS (IIT: CHE 451)
Second law analysis of cooling, separation, combustion, and other chemical processes. Chemical reaction equilibrium and processing applications. PREREQUISITE(S): ICE 351

ICE 334
CHEMICAL PROCESS DESIGN [CORRESPONDS TO CHE 494]
Introduction to design techniques and economic aspects of chemical processes. The technical and economic aspects of equipment selection and design, alternative methods of operation. Prerequisite(s): ICE 302, ICE 351, ICE 326. Taught at Illinois Institute of Technology as CHE 494.

ICE 351
CHEMICAL ENGINEERING THERMODYNAMICS
Laws of thermodynamics and their application to chemical engineering operations. PREREQUISITE(S): ICE 343. (Taught at IIT as CHE 351)

ICE 383
ELECTRIC AND ELECTRONIC CIRCUITS

ICE 397
INTERPROFESSIONAL PROJECT (CORRESPONDS TO IPRO 397)
Interprofessional projects allow students to learn teamwork, leadership and project management skills, while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of 6-10 students from sophomore through graduate level from all disciplines that can broadly contribute to a project effort. While every effort will be made to accommodate students' first choices, it may be necessary to balance students across all projects that will be scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRO projects may apply in certain degree programs. Some projects may carry Humanities or Social Sciences credit. Students must consult the lead faculty member for the project and their faculty advisor before registering for a project. (Taught at Illinois Institute of Technology as IPRO 397)
IIT 105
INTRODUCTION TO COMPUTER PROGRAMMING I (CORRESPONDS TO IIT CS 105)
Introduces the use of high-level programming language (C/C++) as a problem-solving tool including basic
data structures and algorithms, structured programming techniques, and software documentation. Designed
for students who have had little or no prior experience with computer programming. (Taught at Illinois
Institute of Technology as CS 105.)

IIT 115
ENGINEERING GRAPHICS AND DESIGN (CORRESPONDS TO IIT EG 105)
Basic traditional and computer-based techniques and applications, multiview sketching, orthographic
projection, isometric and oblique pictorials, sectioning, auxiliary views, principles of descriptive geometry,
dimensioning, detail drawings, introduction to design and computer-aided drafting and design (CAD). (Taught
at Illinois Institute of Technology as EG 105.)

IIT 200
INTRODUCTION TO C++ PROGRAMMING (CORRESPONDS TO IIT CS 200)
Problem-solving and program design using C++. Introduces a variety of programming techniques, algorithms,
and basic data structures-including an introduction to object-oriented programming. Prerequisite: Experience
using another programming language (Pascal, BASIC, etc.) (Taught at Illinois Institute of Technology as CS
200).

IIT 201
MECHANICS OF SOLIDS I (CORRESPONDS TO IIT MMAE 201)
Free body diagrams. Equilibrium of a particle, a system of particles, and a rigid body. Distributed forces,
centroids, centers of gravity, and moments of inertia. Analysis of structures. Friction. Internal loads in bars,
shafts and beams. Stress and strain in axially loaded members. (Taught at Illinois Institute of Technology as
MMAE 201.)

IIT 202
MECHANICS OF SOLIDS II (CORRESPONDS TO MMAE 202)
stress and strain relations, mechanical properties. Axially loaded members. Torsion of circular shafts. Plane
stress and strain, Mohr’s circle, stress transformation. Elementary bending theory, normal and shear stresses
in beams, beam deflection. Combined loading. (Taught at Illinois Institute of Technology as MMAE 202.)

IIT 210
CIRCUIT ANALYSIS I (CORRESPONDS TO ECE 211)
Ohm’s Law, Kirchoff’s Laws, and network element voltage-current relations. Application of mesh and nodal
analysis to circuits. Dependent sources, operational amplifier circuits, superposition, Thevenin’s and Norton's
Theorems, maximum power transfer theorem. Transient circuit analysis for RC, RL, and RLC circuits.
Introduction to Laplace Transforms. Concurrent registration in ECE 212 and ECE 218 is strongly encouraged.
(Taught at Illinois Institute of Technology as ECE 211)

IIT 211
MATERIALS SCIENCE (CORRESPONDS TO IIT MS 201)
The scientific principles determining the structure of metallic, polymeric, ceramic semiconductor and
composite materials; electronic structure, atomic bonding, atomic structure, microstructure and
macrostructure. The basic principles of structure-property relationships in the context of chemical,
mechanical, and physical properties of materials. (Taught at Illinois Institute of Technology as MS 201.)

IIT 212
ANALOG AND DIGITAL LABORATORY (CORRESPONDS TO ECE 212)
Basic experiments with analog and digital circuits; familiarization with test and measurement equipment;
combinational digital circuits; familiarization with latches, flip-flops, and shift registers; operational
amplifiers; and transient effects in first-order and second-order analog circuits; PSpice software applications.
(Taught at Illinois Institute of Technology as ECE 212)
IIT 213
CIRCUIT ANALYSIS II (CORRESPONDS TO ECE 213)
Circuit Analysis II Prerequisites: Grade of C better in ECE 211. Sinusoidal excitation and phasors. AC steady-state circuit analysis using phasors. Complex frequency, network functions, pole-zero analysis, frequency response, and resonance. Two-port networks, transformers, mutual inductance, AC steady-state power, RMS values, introduction to three-phase systems and Fourier series. Concurrent registration in ECE 214 is strongly encouraged. (Taught at Illinois Institute of Technology as ECE 213)

IIT 214
ANALOG & DIGITAL LAB II (CORRESPONDS TO ECE 214)
Analog and Digital Laboratory II Prerequisites: ECE 212 Corequisites: ECE 213 Design-oriented experiments including counters, finite state machines, sequential logic design, impedances in AC steady-state, resonant circuits, two-port networks, and filters. A final project incorporating concepts from analog and digital circuit design will be required. (Taught at Illinois Institute of Technology as ECE 214)

IIT 218
DIGITAL SYSTEMS (CORRESPONDS TO ECE 218)
Number systems and conversions, binary codes, and Boolean algebra. Switching devices, discrete and integrated digital circuits, analysis and design of combinational logic circuits. Karnaugh maps and minimization techniques. Counters and registers. Analysis and design of synchronous sequential circuits. (Taught at IIT as ECE 218)

IIT 242
DIGITAL COMPUTERS & COMPUTING (CORRESPONDS TO ECE 242)
Digital Computers and Computing Prerequisites: CS 116, ECE 218. Basic concepts in computer architecture, organization, and programming, including: integer and floating point number representations, memory organization, computer processor operation (the fetch/execute cycle), and computer instruction sets. Programming in machine language and assembly language with an emphasis on practical problems. Brief survey of different computer architectures. (Taught at Illinois Institute of Technology as ECE 242)

IIT 252
INTRODUCTION TO DIFFERENTIAL EQUATIONS (CORRESPONDS TO MATH 252)

IIT 271
ENGINEERING MATERIALS AND DESIGN
Mechanical behavior of metals, polymers, ceramics and composites, laboratory testing methods including tension, torsion, hardness, impact, toughness, fatigue and creep. Evaluation of structural performance in terms of material processing, service conditions and design. (Taught at Illinois Institute of Technology as MMAE 271.)

IIT 300
INSTRUMENTATION LAB (CORRESPONDS TO PHYS 300)
Basic electronic skills for scientific research. Electrical measurements, basic circuit analysis, diode and transistor circuits. Transistor and integrated amplifiers, filters, and power circuits. Basics of digital circuits, including Boolean algebra and design of logic circuits. (Taught at Illinois Institute of Technology as PHYS 300)

IIT 303
MECHANICS OF SOLIDS III

IIT 304
MECHANICS OF AEROSTRUCTURES (CORRESPONDS TO MMAE 304)
Loads on aircraft, and flight envelope. Stress, strain and constitutive relations. Torsion of open, closed and multi-cell tubes. Energy methods. Castigliano's theorems. Structural instability. (Taught at Illinois Institute of Technology as MMAE 304)
IIT 305
DYNAMICS

IIT 306
MECHANICS OF SOLIDS AND DESIGN (CORRESPONDS TO MMAE 306)

IIT 308
SIGNS AND SYSTEMS [CORRESPONDS TO ECE 308]
Time and frequency domain representation of continuous and discrete time signals. Introduction to sampling and sampling theorem. Time and frequency domain analysis of continuous and discrete linear systems. Fourier series convolution, transfer functions. Fourier transforms, Laplace transforms, and Z-transforms. Prerequisites: IIT 213. Corequisites: IIT 334. (Taught at Illinois Institute of Technology as ECE 308)

IIT 310
FLUID MECHANICS
Basic properties of fluids in motion. Lagrangian and Eulerian viewpoints, material derivative, streamlines, etc. Continuity, energy and linear and angular momentum equations in integral and differential forms. Integration of equations for one-dimensional flows and application to problems. Incompressible viscous flow; Navier-Stokes equations, parallel flow, pipe flow, and the Moody diagram. Introduction to laminar and turbulent boundary layers and free surface flows. Lab Component: Introduction to measurements of fluid properties and basic features of fluid flows; flow through pipes and channels, flow-induced forces on bodies; First Law of Thermodynamics; six laboratory experiments in small groups supplemented by demonstrations and films. (Taught at Illinois Institute of Technology as MMAE 310.)

IIT 311
COMPRESSIBLE FLOW (CORRESPONDS TO MMAE 311)

IIT 312
AERODYNAMICS OF AEROSPACE VEHICLES (CORRESPONDS TO MMAE 312)
Analysis of aerodynamic lift and drag forces on bodies. Potential flow calculation of lift on two-dimensional bodies: numerical solutions; source and vortex panels. Boundary layers and drag calculations. Aerodynamic characteristics of airfoils; the finite wing. (Taught at Illinois Institute of Technology as MMAE 312)

IIT 313
ENGINEERING ELECTRONICS (CORRESPONDS TO ECE 311)
Physics of semiconductor devices. Diode operation and circuit applications. Regulated power supplies. Bipolar and field-effect transistor operating principles. Biasing techniques and stabilization. Linear equivalent circuit analysis of bipolar and field-effect transistor amplifiers. Laboratory experiments reinforce concepts. (Taught at Illinois Institute of Technology as ECE 311)

IIT 314
ELECTRONIC CIRCUITS [CORRESPONDS TO ECE 312]
Analysis and design of amplifier circuits. Frequency response of transistor amplifiers. Feedback amplifiers. Operational amplifiers: internal structure, characteristics and applications. Stability and compensation. Laboratory experiments reinforce concepts. Prerequisite: ECE 311. (Taught at Illinois Institute of Technology as ECE 312)

IIT 319
FUNDAMENTALS OF POWER ENGINEERING [CORRESPONDS TO ECE 319]
Principles of electromechanical energy conversion. Fundamentals of the operation of transformers, synchronous machines, induction machines, and fractional horsepower machines. Introduction to power
network models and per-unit calculations. Gauss-Siedel load flow. Lossless economic dispatch. Symmetrical three-phase faults. Laboratory considers operation, analysis and performance of motors and generators. The laboratory experiments also involve use of PC-based interactive graphical software for load flow, economic dispatch, and fault analysis. Prerequisites: ECE 213, ECE 214. (Taught at Illinois Institute of Technology as ECE 319)

IIT 320
THERMODYNAMICS
Introduction to thermodynamics including properties of matter: First Law of Thermodynamics; and its use in analyzing open and closed systems; limitations of the Second Law of thermodynamics; entropy. (Taught at Illinois Institute of Technology as MMAE 320.)

IIT 321
APPLIED THERMODYNAMICS

IIT 322
HEAT AND TRANSFER

IIT 330
ENGINEERING MEASUREMENTS
Introduction to applications of measurement instrumentation and design of engineering experiments. Generalized characteristics of sensors and measurements systems. Signal conditioning and computer-based data acquisition and analysis. Measurement of motion, force, strain, torque, shaft power, pressure, sound, flow, temperature and heat flux. Design of experiments proposals. Team-based projects addressing application of engineering measurements to a variety of engineering problems. Effective communication of experimental results. (Taught at Illinois Institute of Technology as MMAE 430.)

IIT 332
DESIGN OF MECHANICAL SYSTEMS (CORRESPONDS TO MMAE 432)
Small-group design projects drawn from industry. (Taught at Illinois Institute of Technology as MMAE 432)

IIT 333
DESIGN OF THERMAL SYSTEM (CORRESPONDS TO MMAE 433)
Application of principles of fluid mechanics, heat transfer, and thermodynamics to design of components of engineering systems. Examples are drawn from power generation, enviromental control, air and ground transportation, and industrial processes, as well as other industries. Groups of students work on projects for integration of these components and design of thermal systems. (Taught at Illinois Institute of Technology as MMAE 433)

IIT 334
MATRIX ALGEBRA AND COMPLEX VARIABLES [CORRESPONDS TO MATH 333]
Vectors and matrices; matrix operations, transpose, rank, inverse; determinants; solution of linear systems; eigenvalues and eigenvectors. The complex plane; analytic functions; contour integrals; Laurent series expansions; singularities and residues. Prerequisites: MATH 251. (Taught at Illinois Institute of Technology as MATH 333)

IIT 336
DESIGN OF AEROSPACE VEHICLES I (CORRESPONDS TO MMAE 436)
The focus of this course is on applications ranging from commercial to military and from manpowered to high-speed to long-duration aircraft. Students will examine aircraft design including aerodynamic, structural and powerplant characteristics to achieve performance goals. The quarter project is a collaborative effort in which small design groups complete the preliminary design cycle of an aircraft to achieve specific design requirements. (Taught at Illinois Institute of Technology as MMAE 436)
IIT 341
SPACECRAFT AND AIRCRAFT DYNAMICS (CORRESPONDS TO MMAE 441)
Kinematics and dynamics of particles, systems of particles, and rigid bodies; translating and rotating reference frames; Euler angles. Aircraft longitudinal and lateral static stability; aircraft equations of motion. Spacecraft orbital dynamics; two-body problem classical orbital elements; orbital maneuvers. (Taught at Illinois Institute of Technology as MMAE 441)

IIT 343
SYSTEMS ANALYSIS AND CONTROL (CORRESPONDS TO MMAE 443)

IIT 352
AEROSPACE PROPULSION (CORRESPONDS TO MMAE 452)
Analysis and performance of various jet and rocket propulsive devices. Foundations of propulsion theory. Design and analysis of inlets, compressors, combustion chambers, and other elements of propulsive devices. Emphasis is placed on mobile power plants for aerospace applications. (Taught at Illinois Institute of Technology as MMAE 452)

IIT 371
ENGINEERING MATERIALS AND DESIGN [CORRESPONDS TO MMAE 371]
Mechanical behavior of metals, polymers, ceramics and composites, laboratory testing methods including tension, torsion, hardness, impact, toughness, fatigue and creep. Evaluation of structural performance in terms of material processing, service conditions and design. Prerequisites: IIT 201, IIT 201, IIT 202. (Taught at Illinois Institute of Technology as MMAE 371)

IIT 374
PROBABILITY AND STATISTICS [CORRESPONDS TO MATH 474]
Elementary probability theory including discrete and continuous distributions, sampling, estimation, confidence intervals, hypothesis testing, and linear regression. Credit not granted for both MATH 474 and MATH 475. Prerequisites: MATH 251. (Taught at Illinois Institute of Technology as MATH 474)

IIT 385
MANUFACTURING PROCESSES
Principles of material forming and removal processes and equipment. Force and power requirements, surface integrity, final properties and dimensional accuracy as influenced by material properties and process variables. Design for manufacturing. Factors influencing choice of manufacturing process. (Taught at Illinois Institute of Technology as MMAE 485.)

IIT 397
INTER-PROFESSIONAL PROJECT (CORRESPONDS TO IIT IPRO 497; FORMERLY IPRO 397)
Interprofessional projects allow students to learn teamwork, leadership and project management skills while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of six to ten students from sophomore through graduate level and from all disciplines, who can broadly contribute to a project effort. While every effort will be made to accommodate students’ first choices, it may be necessary to balance students across all projects scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRP projects may apply in certain degree programs. Some projects may carry humanities or social sciences credit. Students must consult the lead faculty member for the project and their faculty adviser before registering for a project. (Taught at Illinois Institute of Technology as IPRO 497; formerly IPRO 397)

IIT 398
INTER-PROFESSIONAL PROJECT (CORRESPONDS TO IPRO 497)
Interprofessional projects allow students to learn teamwork, leadership and project management skills while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of six to ten students from sophomore through graduate level and from all disciplines, who can broadly contribute to a project effort. While every effort will be made to accommodate students’ first choices, it may be necessary to balance students across all projects scheduled for the semester or to consolidate students into fewer projects to meet minimum team
projects scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRP projects may apply in certain degree programs. Some projects may carry humanities or social sciences credit. Students must consult the lead faculty member for the project and their faculty adviser before registering for a project. (Taught at Illinois Institute of Technology as IPRO 497)

Information Systems

Undergraduate Course Descriptions

Information Systems

IS 208
IT, ECONOMY AND SOCIETY
This course broadly surveys the history of IT applications and information systems from the historical perspective, and critically assesses digital impact on industry, economy, workers, citizens, social class and the future. Emphasis is placed on investigating issues using a variety of sources, case studies, and writing. PREREQUISITE(S): NONE

IS 313
BUSINESS APPLICATION DEVELOPMENT IN JAVA
This course covers the design and implementation of several key business applications, for example, customer invoice and cash receipts, accounts receivable, finished goods and payroll. These topics will motivate the use of advanced techniques in the Java programming language with an emphasis upon database usage and business reporting. PREREQUISITE(S): CSC 212 or CSC 224.

IS 321
INFORMATION SYSTEMS ANALYSIS
This course focuses on initial phases of the systems development life cycle. Topics include the systems development environment, information system fundamentals, project management techniques and concepts, requirements gathering and structuring, process and data modeling. Emphasis will be placed on CASE tools, project management tools and RAD. Students are strongly urged to take IS 321 and IS 322 in consecutive quarters. PREREQUISITE(S): IS 201, CSC 210.

IS 322
INFORMATION SYSTEMS DESIGN
Continuation of the analysis and design sequence emphasizing latter stages of the SDLC including design, implementation, testing, support and maintenance. Topics include design of data storage, programs and user interfaces. Emphasis will be placed on transforming a logical design from systems analysis into a functional prototype. Students are strongly urged to take IS 321 and IS 322 in consecutive quarters. PREREQUISITE(S): IS 321, CSC 319, CSC 212.

IS 354
WEB INFORMATION SYSTEMS DEVELOPMENT
Web Information Systems Development (PREREQUISITE: IS 353)

IS 356
KNOWLEDGE MANAGEMENT SYSTEMS
Survey of emerging technologies supporting organizational knowledge processes including capture, codification, structure, storage, dissemination and reuse. The course will critically examine how organizations may leverage these technologies toward competitive advantage. Students will experiment with contemporary knowledge management (KM) tools. Some theoretical perspectives on knowledge management (KM) and organizational learning (OL) will be introduced. Perquisite(S): IT201 and IT215, or instructor permission.

IS 370
COMPUTER INFORMATION SYSTEMS
This course emphasizes the study of information system support for financial accounting, managerial
This course emphasizes the study of information system support for financial accounting, managerial accounting, fundamentals of management, production and operations management. Survey of business, accounting, marketing and management concepts relevant to information systems professionals. PREREQUISITE(S): IT215.

IS 371
INTRODUCTION TO I.T. SYSTEM MANAGEMENT
This course focuses on implementation and post-implementation support for information systems. Topics include testing, deployment, user training, help desk, software upgrades, and staffing for support teams. Case studies and team projects. PREREQUISITE(S): IT215.

IS 372
FUNDAMENTALS OF SOFTWARE PROJECT MANAGEMENT
(Cross-listed with ECT 372) An introduction to the concept and techniques of project management for a broad range of systems, including Web-based application development. Topics include resource management, organizational factors, project manager responsibilities, team building, and risk management. Tools and techniques for project estimating and scheduling will be presented. Case study and group projects. PREREQUISITE(S): IT215

IS 373
INTRODUCTION TO LARGE SYSTEMS IMPLEMENTATION
An introduction to the implementation of complex package solutions for enterprise computing in a client-server environment. Functionalities and purposes of package solutions, such as enterprise resource planning (ERP), customer relationship management (CRM), and supply chain management (SCM). Business process framework, architecture, implementation tools and methodology, system integration, change management, and package selection. PREREQUISITE(S): IT215.

IS 374
MANAGEMENT SUPPORT SYSTEMS
This course provides an understanding of software support for organizational decision making. Topics include: analysis, design and implementation of systems for decision support and strategic planning, including decision support systems (DSS), group decision support systems (GDSS), and enterprise decision support systems (EDSS), data warehousing, data mining and neural computing, and intelligent agents. Case studies, projects on applications, and evaluation of software. PREREQUISITE(S): IT215.

IS 375
OBJECT-ORIENTED ANALYSIS AND DESIGN
This course focuses on object-oriented modeling techniques for analysis and design. Emphasis will be on the creation of well-designed, robust and maintainable software systems. UML (Unified Modeling Language) will be examined for modeling the system. Case studies will promote critical-thinking skills as well as provide the foundation for a student project that incorporates the skills attained throughout the quarter. PREREQUISITE(S): IT 215 and IS 371.

IS 376
INFORMATION SYSTEMS PROJECT
This senior project course requires students to apply prior learning in project management and systems development life cycle by developing a complete systems from business case, analysis, design, through implementation strategies. Team project, documentation, presentation, the use of development as well as project management tools will be emphasized. PREREQUISITE(S): CSC212, IS371, IS372, IS373.
MATHEMATICAL AND TECHNOLOGICAL LITERACY I (FIRST YEAR PROGRAM)
This course provides a mathematical foundation for students to become confident and critical users of quantitative information of all kinds: numerical, graphical, and verbal. Students analyze data from a wide variety of fields, making and critiquing quantitative arguments. Mathematical topics include proportional reasoning and rates, the making and interpretation of graphs, linear and exponential models, logarithms, and finance. The course is taught in a hands-on laboratory environment where students are introduced to computer tools for data analysis and presentation. PREREQUISITE(S): ISP 110, MAT 101, or placement by the Mathematics Diagnostic Test. Students who plan to take calculus or business calculus are exempt from this requirement. Students may place out of this course by passing the MTL Exam.

IT 120
THE INTERNET AND THE WEB
This course introduces basic concepts of the Internet and World-Wide Web. Students will learn how to create web pages with HTML, and use JavaScript for dynamic effects. Major topics include the roles and operation of web browsers and servers, including interacting with web applications through forms; and the separation of formatting and logical structure in HTML documents, stylesheets, and the basic principles of effective interface design for the web. Equivalent to CSC 255. PREREQUISITE(S): none.

IT 130
INTRODUCTION TO PROGRAMMING THROUGH ANIMATION
A gentle introduction to program design and analysis using Alice, a platform for creating 3D animations. The course covers basic concepts of animation including storyboards, 3D geometry, camera, billboards, and texture maps allowing students to design and create short animations. At the same time, the course covers the basic elements of algorithmic thinking such as variables, expressions, conditionals, functions and repetition as well as object-oriented concepts including objects, methods, inheritance, and event-driven programming. PREREQUISITE(S): none

IT 131
INTRODUCTION TO PROGRAMMING THROUGH ANIMATION
A gentle introduction to program design and analysis using Alice, a platform for creating 3D animations. The course covers basic concepts of animation including storyboards, 3D geometry, camera, billboards, and texture maps allowing students to design and create short animations. At the same time, the course covers the basic elements of algorithmic thinking such as variables, expressions, conditionals, functions and repetition as well as object-oriented concepts including objects, methods, inheritance, and event-driven programming. PREREQUISITE(S): none

IT 140
VISUAL COMMUNICATION USING INFORMATION TECHNOLOGIES
Students will learn to enhance their personal productivity and problem solving skills by applying information technologies to resolve problem situations and by designing and using office application and presentation software to communicate those resolutions. PREREQUISITES: NONE.

IT 201
INTRODUCTION TO INFORMATION SYSTEMS
(Formerly IS 201 Introduction to Information Systems) This course demonstrates how information is used by organizations to conduct business and solve problems. This course presents information systems principles and demonstrates how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; the Internet; IT security and ethical issues; database management; and systems development life cycle. In addition, students familiarize themselves with the DePaul computing environment and demonstrate competency at navigating that environment. PREREQUISITE(S): none

IT 209
INTRODUCTION TO PROGRAMMING THROUGH ANIMATION
A gentle introduction to program design and analysis using Alice, a platform for creating 3D animations. The course covers basic concepts of animation including storyboards, 3D geometry, camera, billboards, and texture maps allowing students to design and create short animations. At the same time, the course covers the basic elements of algorithmic thinking such as variables, expressions, conditionals, functions and repetition as well as object-oriented concepts including objects, methods, inheritance, and event-driven programming. PREREQUISITE(S): none

IT 215
ANALYSIS AND DESIGN TECHNIQUES
(Formerly IS 315) This course presents a structured approach to analysis and design of an information system for a business. The systems development life cycle will be defined and described. Process descriptions, user and task analysis for interface development, prototyping, data flow and entity relationship diagramming will be presented. Case studies that promote critical-thinking skills provide the context for these techniques. PREREQUISITE(S): none

IT 223
DATA ANALYSIS
(FORMERLY CSC 323) Application of statistical concepts and techniques to a variety of problems in IT areas
and other disciplines, using a statistical package for simple data analysis. Course topics include descriptive
statistics, elementary probability rules, sampling, distributions, confidence intervals, correlation, regression
and hypothesis testing. PREREQUISITE(S): MAT 130 or placement

IT 228
ETHICS IN COMPUTER GAMES AND CINEMA
Societies function based on normative ethics utilizing commons sense to distinguish between ethical and
unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments
about right and wrong. However, the fast pace of progress in information technologies and digital
entertainment creates an environment, in which ethical challenges are particularly complex. In the eyes of
many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the
impact of digital entertainment on an individual and society. Implications of certain values embedded games
and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be
formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be
discussed.

IT 230
BUILDING INTERNET APPLICATIONS
This course presents the design and development of interactive Web applications for e-commerce. Major
topics include Web server architecture; server-side programming including events and controls; application
and database integration; and security issues. Students will engage in a course project to build a dynamic
Web application. PREREQUISITE(S): IT 130

IT 236
USER INTERFACE DEVELOPMENT
The focus of the course is to build interfaces to simple programs. The course will cover interface controls,
event handling, and the use of built in and/or pre-written controls. The course will cover simple database
access through a Database control and possibly access to WebServices such as Google. Good visual design
principles will be emphasized throughout the course. PREREQUISITE(S): IT 130

IT 240
INTRODUCTION TO DESKTOP DATABASES
This course will introduce students to the design, implementation and use of desktop databases. Major topics
include: modeling using ER diagrams, creating and maintaining a database using a PC based application,
compose and use queries in Structured Query Language, create and customize forms and reports, and
integrate databases with other sources of data and applications. PREREQUISITE(S): NONE

IT 263
APPLIED NETWORKS AND SECURITY
This course introduces the networking and security technologies required to build and maintain a home or
small-office network. Networking topics will include client/server application software configuration, network
connectivity (cabling, switch and router configuration), basic IP addressing, network address translation and
options for public Internet access services. Security topics will include typical threats and responses,
firewalls, host hardening, password management and virtual private network (VPNs). The course has a lab
component where students apply wired and wireless technologies to design and administer a small network
with various applications. PREREQUISITE(S): none

IT 300
RESEARCH EXPERIENCE
This course involves the exploration of a research topic under the supervision of a research advisor.
PREREQUISITE(S): Consent of dean.

IT 378
HOST AND INFORMATION SECURITY
Principles of host, server and information security issues. Review of security methods used to ensure the
confidentiality, integrity, and availability of the information stored on a host or servers. Linux and Windows
Network Operating Systems will be used as examples. The class will cover host/web server hardening,
information asset classification, threat assessment and analysis, evidence retention and forensics. Course
includes laboratory work with security tools, server hardening techniques and integrity checking methods.
PREREQUISITE(S): Familiarity with Desktop Operating Systems
ISP 100
THE NATURE OF SCIENCE (CROSS-LISTED AS PHY 100)
The Nature Of Science (Cross-Listed As PHY 100)

ISP 101
FOCAL POINT SEMINAR (AVAILABLE TO 1ST YEAR STUDENTS ONLY) [PREREQ(S): ENG 103]
Focal Point Seminars teach first-year DePaul students how to examine a single topic in detail: a person, place, event, issue, or text that shapes the way we live today. In the course of this thorough examination, students discover the complexity of the topic by studying it from the perspectives of different disciplines and fields of inquiry, by writing extensively about it, and by raising challenging questions about it in class discussions. Topics for Focal Point Seminars vary, and students have the opportunity to select a seminar that piques their curiosity and connects with their intellectual goals and interests. Students will receive credit for only one section of ISP 101, Focal Point Seminar. Courses available to first-year students only. Prerequisite(s): ENG 103.

ISP 102
EXPLORE CHICAGO (THIS COURSE AVAILABLE TO 1ST YEAR STUDENTS ONLY)
Explore Chicago courses acquaint first-year DePaul students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life, resources, and how to be a successful student. Learning is accomplished through a variety of means, but particularly through lecture, discussion, guest lecturers, first hand observation, participation, personal discovery and reflection. Students select a particular Explore Chicago course which offers the opportunity to investigate that topic using Chicago as a subject of inquiry. First-year students must register for either ISP 102 or ISP 103. Students will receive credit for only one section of ISP 102, Explore Chicago or ISP 103, Discover Chicago. Students who received credit for ISP 103 cannot receive credit for ISP 102. Courses offered during the autumn quarter and available to first-year students only.

ISP 103
DISCOVER CHICAGO
Discover Chicago courses acquaint first-year DePaul students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life, resources, and how to be a successful student. Learning is accomplished 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. Students select a particular Discover Chicago course which offers the opportunity to investigate that topic using Chicago as a learning site. First-year students must register for either ISP 102 or ISP 103. Students will receive credit for only one section of ISP 102, Explore Chicago or ISP 103, Discover Chicago. Students who received credit for ISP 103 cannot receive credit for ISP 102. Courses offered during the autumn quarter and available to first-year students only.

ISP 110
ALGEBRA FOR APPLICATIONS
This course emphasizes the applications of elementary algebra and the use of functions to model and analyze real-world situations. It covers many of the same topics as MAT 101 Introduction to College Algebra and is recommended as a prerequisite to ISP 120 Quantitative Reasoning for students requiring preparation for ISP 120.

ISP 115
STUDENT SUPPORT SERVICES - SOLVING IT! (CO-REQ(S): ISP 110, ISP 120, MAT 101 OR MAT 130
The purpose of this course is to improve academic success, encourage reflection and self-awareness concerning quantitative and problem-solving skills, develop good study habits, and promote both collaborative and independent learning. This course is offered to SSS students. CO-REQUISITE(S): ISP 110. ISP 120, MAT 101 OR MAT 130.
ISP 120  
MATHEMATICAL & TECHNOLOGICAL LITERACY I [PREREQ(S): ISP 110, MAT 101 OR PLACEMENT BY MATH DIAGN EXAM]  
This course provides a mathematical foundation for students to become confident and critical users of quantitative information of all kinds: numerical, graphical, and verbal. Students analyze data from a wide variety of fields, making and critiquing quantitative arguments. Mathematical topics include proportional reasoning and rates, the making and interpretation of graphs, linear and exponential models, logarithms, and finance. The course is taught in a hands-on laboratory environment where students are introduced to computer tools for data analysis and presentation. PREREQUISITE(S): ISP 110, MAT 101, or placement by the Mathematics Diagnostic Test. Students who plan to take calculus or business calculus as part of their major are exempt from this requirement. Students may place out of this course by passing the MTL Proficiency Exam. Formerly “Quantitative Reasoning”.

ISP 121  
MATHEMATICAL AND TECHNOLOGICAL LITERACY II (FORMERLY IT 121)  
This course provides more advanced mathematical and computational methods in the analysis and interpretation of quantitative information. Topics include databases, descriptive statistics, measures of association and their interpretation, elementary probability theory, and an introduction to algorithms and computer programming. The course is taught in a hands-on laboratory environment where students are introduced to advanced computer tools for data analysis, including databases and a professional statistical software package. PREREQUISITE(S): ISP/IT 120 or placement by the Quantitative Reasoning Exam. Students who plan to take calculus or business calculus are exempt from this requirement. Students may place out of this course by passing the MTL Exam.

ISP 200  
SOPHOMORE SEMINAR ON MULTICULTURALISM IN U.S. (TAKE FOR SOPHOMRE SEMINAR ONLY)  
This course is designed to address some dimension of multiculturalism in the context of the United States. Multiculturalism includes questions of ethnicity, race, class, gender, language, religion, and sexual orientation. Courses will: pay attention to the history of multiculturalism; examine the experiences and perspectives of at least three distinct cultural groups; develop a critical perspective about meanings of multiculturalism; and investigate the historical roots of inequalities related to differences in class, ethnicity, gender, age, language, religion, ability, and sexual orientation. (Please note that the topics offered as sections of ISP 200 may also be offered through various departments for major field or domain credit. Do not repeat a course with the same title as a course you have already taken as ISP 200.) Students can complete only one course numbered ISP 200. Variable Topics.

ISP 210  
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY I (UP: EUROPE)  
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY I (UP: EUROPE)

ISP 211  
GREAT IDEAS, THE INDIVIDUAL & SOCIETY II  
GREAT IDEAS, THE INDIVIDUAL & SOCIETY II

ISP 212  
GREAT IDEAS, THE INDIVIDUAL & SOCIETY III (SELF, SOCIETY AND THE MODERN WORLD)  
GREAT IDEAS, THE INDIVIDUAL & SOCIETY III (SELF, SOCIETY AND THE MODERN WORLD)

ISP 220  
INTERACTIONS OF SCIENCE & TECHNOLOGY (UP: EUROPE)  
INTERACTIONS OF SCIENCE & CIVILIZATION I (UP: EUROPE)

ISP 221  
INTERACTIONS OF SCIENCE AND CIVILIZATION II (UP: EURP)  
INTERACTIONS OF SCIENCE AND CIVILIZATION II (UP: EURP)

ISP 222  
INTERACTIONS OF SCIENCE AND CIVILIZATION III (CROSS-LISTED: CHE 108) (SSMW)  
INTERACTIONS OF SCIENCE AND CIVILIZATION III (CROSS-LISTED: CHE 108) (SSMW)

ISP 230  
INTERDISCIPLINARY SCIENCE I
Interdisciplinary Science I

ISP 231
INTERDISCIPLINARY SCIENCE II
Interdisciplinary Science II

ISP 232
INTERDISCIPLINARY SCIENCE III
Interdisciplinary Science III

ISP 245
LIFE IN THE UNIVERSE (SCIENTIFIC INQUIRY: LAB)
Life In The Universe (scientific Inquiry: Lab)

ISP 250
LIBERAL STUDIES INTERNSHIP (JR YR EXP LEARNING) (PREREQ: COMPLETED ORIENTATION WORKSHOP) SEE DESC.
This course is for students who wish to integrate work and learning. Students will learn career planning skills, explore the organizations in which they work, gain an understanding of how they contributed to their organizations, and discuss societal and world issues, as they affect their workplaces. Students are required to work 10 hours per week while enrolled in the course and attend four 3-hour class meetings.

ISP 251
VALUES-BASED LEADERSHIP: MAKING A DIFFERENCE WHILE MAKING A PROFIT
The primary focus of ISP 251 is to examine and apply the values, goals and operating methods of visionary leaders who have successfully pursued financial rewards for themselves and their organizations, while also achieving, through their actions, broader social goals. The results of the examination will be applied at the students’ internship sites, where students will demonstrate a range of leadership skills, including an analysis of basic management issues and recommendations for improvements. In addition to working at least 100 hours at an internship site, the course will consist of four class meetings and ongoing Blackboard discussions.

ISP 252
CREATIVITY AS A CHANGE AGENT THE WORKPLACE
Creativity as a Change Agent in the Workplace explores how innovation is a controlling variable within all careers. Students will study how creativity functions within his or her workplace. The class will examine the process of creativity as it might work to revolutionize an industry or force it into failure. Students will examine creative innovations related to the following: invention, leadership, advertising and marketing, teaming concepts and collaboration, and the drive behind entrepreneurship. This experiential learning course is designed to focus the student's attention on the creative process as it relates to the observable workplace, reflective practice, and the application of theories and ideas.

ISP 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.

ISP 310
SELECTED TOPICS IN INTERDISCIPLINARY STUDIES
Selected Topics In Interdisciplinary Studies

ISP 311
SELECTED TOPICS IN INTERDISCIPLINARY STUDIES
Selected Topics In Interdisciplinary Studies

ISP 312
SELECTED TOPICS IN INTERDISCIPLINARY STUDIES
Selected Topics In Interdisciplinary Studies

ISP 313
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in
today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 314
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 315
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 316
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 317
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 318
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 319
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today's organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 320
PEER EDUCATION THEORY AND PRACTICE
This course is designed to introduce students chosen to serve as peer educators to the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University.

ISP 321
PEER EDUCATION THEORY AND PRACTICE II
This course is designed to support students chosen to serve as peer educators to the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University.

ISP 322
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today's organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 323
CO-OP WORK ASSIGNMENT
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today's organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

ISP 350
ADVANCED INTERNSHIP:NAVIGATING THE CHANGING WORKPLACE
Navigating the Changing Workplace is a completely online course, in which students use their current work experience as a laboratory to examine, discuss online, and report on key environmental issues impacting their organizations and their personal work lives. Students will be given opportunities to study workplace change, as well as diversity, ethics and leadership issues. Students will also develop networking skills and become aware of career opportunities in the Chicago community. The course is designed to equip students to navigate the changing workplace successfully and make informed career and work life decisions. Students are required to work at least 100 hours, while enrolled in the course.

ISP 351
CO-OP TUTORIAL  [JRYR]
This 2-credit course will consist of an independent study in a topic area to be agreed upon by you and the instructor. The primary assignment will be a paper and a presentation, describing a project that could actually be implemented at your organization and which would contribute to its success or productivity. Additional assignments will allow you to integrate your work experiences with academic readings. This course includes two meetings with your instructor and ongoing email discussions that focus on the readings. Students are required to speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.
CULTURAL IDENTITY, GLOBAL SOCIETY AND STUDY ABROAD
This course will facilitate reflection about students' personal and academic goals, cultural values, and the emerging global society as they prepare to engage in a cross-cultural immersion experience abroad. Course work will encourage students to think about and "discover" their own emerging cultural identity in relation to, and as part of crisscrossing networks of global media, social organizations and human movement. This discovery of self-knowledge will come about through guided and continuous reflective observation and journaling within the context of students' preparation for, participation in, and return from a study abroad experience. In this way this course is designed as a compliment to any study or work abroad experience, and can be used to fulfill the junior year experiential learning requirement for students participating in a non-DePaul study abroad program or immersion experience. In addition students participating in a DePaul Study Abroad Program and wishing to engage in an intensive preparation and re-entry course for credit may enroll in ISP 360. Prerequisite: Admission to a study or work abroad program, and the approval of the Study Abroad Program director.

ISP 366
CO-OP REVIEW, REFLECTION, AND ANALYSIS
The purpose of this course is to put theoretical learning into practice. In this course, students will apply the theoretical learning of their majors to their co-op job positions. By working in a co-op position while taking the course, students will acquire access to and knowledge of the organizations, problems and conditions that they are studying; observe how societal and world issues affect their workplaces; prepare themselves for a career in their field of interest; and gain long-term practical experience valued by employers and graduate schools.

ISP 390
SPECIAL TOPICS
Variable credit.

ISP 392
INTERNSHIP
Internship

ISP 399
INDEPENDENT STUDY (PREREQ: CONSENT OF DEAN'S OFFICE)
(Consent of Dean's office required.) Variable credit. PREREQUISITE(S): Consent of Dean's office.

ISP 50
ACTIVE STATUS CONTINUATION
Active Status Continuation

ISP 120TEST
ISP 120 PROFICIENCY EXAM

ISP 121TEST
ISP 121PROFICIENCY EXAM

Institute for Professional Dev

Undergraduate Course Descriptions  Institute for Professional Dev

Institute for Professional Dev

IPD 360
SQL SERVER BUSINESS INTELLIGENCE PROGRAM
An 11-week in-depth program covering SQL Server 2005 analysis services, integration services, and reporting services.
IPD 361
SQL SERVER DATABASE HIGH AVAILABILITY PROGRAM
An 11-week program designed to provide a comprehensive overview of the various high availability solutions available with the latest edition of Microsoft’s SQL Server.

IPD 362
OPEN-SOURCE WEB DEVELOPMENT PROGRAM
A 5-week program addressing the rapid and efficient development of Web applications using open-source technologies

IPD 363
SQL SERVER DATABASE ADMINISTRATION PROGRAM
An 11-week in-depth certificate program covering database administration using SQL Server

IPD 364
LIGHTWEIGHT JAVA WEB DEVELOPMENT PROGRAM
A 7-week comprehensive certificate program covering open-source, lightweight Java enterprise Web development using POJOS (Plain Old Java Objects)

IPD 365
RUBY ON RAILS PROGRAM
A 7-week in-depth certificate program covering Web development using Ruby on Rails.

IPD 366
JAVA WEB SERVICES PROGRAM
A 7-week program covering program covering service-oriented architecture and the development of Web services using Java

IPD 367
UNDERSTANDING WIRELESS MOBILITY & SECURITY PROGRAM
A 10-week program covering the major concepts and key issues driving the wireless mobility revolution.

IPD 368
.NET MOBILE APP. DEV. PROGRAM
An 11-week focused program covering the basic skills and techniques for successfully building mobile applications using the .NET platform

IPD 369
DATABASE FUNDAMENTALS AND INTRODUCTION TO SQL AND PL/SQL PROGRAM
A six-week program covering database fundamentals and introduction to SQL and PL/SQL

IPD 370
ADVANCED SQL PROGRAM
A two-week program covering advanced SQL.

IPD 371
ADVANCED ORACLE PL/SQL PROGRAM
A three-week program covering advanced Oracle PL/SQL

IPD 372
ORACLE DATABASE PROGRAMMING USING OPEN ARCHITECTURE PROGRAM
A three-week program covering Oracle database programming using open architecture.

IPD 373
ORACLE ARCHITECTURE, ADMINISTRATION AND NETWORK PROGRAM
A three-week program covering Oracle architecture, administration and networking.

IPD 374
ORACLE BACKUP AND RECOVERY PROGRAM
A three-week program covering Oracle backup and recovery.

IPD 375
ORACLE PERFORMANCE TUNING PROGRAM
A two-week program covering Oracle performance tuning

IPD 376
ORACLE DATABASE AVAILABILITY, SCALABILITY AND RECOVERABILITY PROGRAM
A three-week program addressing the challenges of high availability and scalability in Oracle databases.

IPD 380
IT PROJECT MANAGEMENT PROGRAM
A 10-week comprehensive program covering best practices in IT project management

IPD 381
BEST PRACTICES IN WEB DESIGN PROGRAM
A six-week comprehensive program covering current best practices in web design based on new mark-up, presentation, and accessibility standards 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 389
.NET DEVELOPER PROGRAM
A ten-week comprehensive program covering VB.NET and .NET technologies

IPD 390
INFORMATION SYSTEMS SECURITY MANAGEMENT PROGRAM
A 10-week comprehensive program covering current best practices in designing, implementing and maintaining an organizational information security plan.

IPD 392
TELECOMMUNICATIONS PROGRAM
An 11-week intensive certificate program focusing on the configuration, implementation and ongoing support of telecommunications systems and networks.

IPD 393
ENTERPRISE NETWORK DESIGN PROGRAM
A 12-week intensive program in the design, implementation and support of wired and wireless enterprise network systems.

IPD 394
JAVA EE DEVELOPER PROGRAM
A 10-week in-depth program covering enterprise-wide applications development using Java EE.

IPD 395
DATABASE TECHNOLOGIES PROGRAM
An 11-week comprehensive program covering database applications development and administration using Oracle

IPD 396
NETWORK SECURITY PROGRAM
An eleven-week intensive program in the fundamentals of Network Security, Hosts Security, and Information Assurance (IA).

IPD 398
.NET WEB SERVICES PROGRAM
An 8-week program concentrated program covering service-oriented architectures and the development of Web Services using the .NET platform.

IPD 399
TOPICS IN GLOBAL INFORMATION TECHNOLOGY
This course focuses on current topics in the information and communications technologies that together support the "networked world." Sample topics are global software development and deployment, global data
and information management, and cross-cultural project management for information systems. The course may be offered for variable credit hours (2, 4, 8, 16, and 32). PREREQUISITE(S): None

Integrative Learning

Undergraduate Course Descriptions

Integrative Learning

IN 110
LIVING AND WORKING IN A GLOBAL 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 small group research and presentation. Guest speakers will be invited to share their experiences with the class. Pre-1999 Competencies: HC-1, HC-J, HC-H, HC-X, WW. BA-1999 Competencies: L-7, F-X, H-1-E, H-1-A, H-5 Faculty: Miriam Ben-Yoseph

IN 117
ART IN CHICAGO
This course centers on two distinctive but very different resources for art studies in Chicago: the Terra Museum of American Art and the Museum of Contemporary Art (MCA). The Terra Museum focuses mainly on 19th and 20th century American art, especially the luminous landscapes of American Impressionists. The MCA concentrates on the last 50 years in art, from surrealism through pop art, earth art, video art, and new developments reaching all the way up to today. Both museums are expanding, presenting students with opportunities to take part in museum tours, talks, publications, and lecture series. Competencies: A-1-B, A-1-I. Faculty: Joe Cunniff

IN 126
E1 /EXPERIENTIAL LEARNING EVALUATION: ADVANCED ELECTIVE
E1 Advanced elective (written by student/faculty)

IN 127
E2 /EXPERIENTIAL LEARNING EVALUATION: ADVANCED ELECTIVE
E2 Advanced elective (written by student/faculty)

IN 130
EX /EXPERIENTIAL LEARNING EVALUATION: BACHELOR OF ARTS IN COMPUTING OPEN ELECTIVE
EX /Experiential Learning Evaluation: Bachelor of Arts in Computing Open Elective (written by student and faculty)

IN 200
GUIDED INDEPENDENT STUDY:ADVANCED ELECTIVE
Guided Independent Study: Advanced Elective

IN 203
WRITING AND EDITING THE SNL NEWSLETTER
Working on a newsletter gives students the opportunity to learn and demonstrate communications competence that can have real value in the world of work. Students have the opportunity to plan, write, edit, and produce an issue of a newsletter on a subject of their choice, including work on the SNL newsletter. After registering, students should contact the instructor for an initial individual meeting. Competence: F-X. Faculty: Doug Murphy

IN 205
CREATIVE WRITING: INTRODUCTION TO POETRY
Poetry is one of the most ancient and common forms of verbal expression. In this course, you will read selections from the works of eight poets whose work has greatly influenced 20th century American poetry (six from the course text, two of your own choosing, with approval of instructor). You will then create, for each poet, a poem modeled upon his or her work. Most will be free verse; specific instructions on theme and approach will be given. You will also keep a journal exploring your poetic efforts. Course requires access to email. Pre-1999 Competence: AL-2; BA 1999 Competence: A-2-A.

IN 207
CREATIVE WRITING: FORMS OF POETRY
Although much contemporary poetry is written in unrhymed free verse, there are many other options available to the aspiring poet. In this internet-based course, you will select six traditional poetic forms from more than ten possibilities; forms include the sonnet, villanelle, ballad, rhymed free verse, charm, haiku/tanka, pantoum and others. You will examine several excellent examples of the poetic form, then write your own poem in that form. Some examples of your work will be posted on the class "magazine" associated with the website. Online access is required for this class. Pre 1999 Competencies: AL-2, AL-F; BA 1999 Competencies: A-2-A, A-2-X.

IN 221
EXPLORING THE WORLD OF SOUNDS AND INSTRUMENTS: FIELD MUSEUM/WORLD MUSIC
Exploring The World Of Sounds And Instruments: Field Museum/World Music

IN 230
ANIMALS AND CONTEMPORARY LIFE
This is a Service Learning, Externship. Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. In this course, faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer's noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary. Pre-1999 Competencies: LL-7, AL-9 & AL-10, HC-9 & HC-10, PW-9 &PW-10. BA-1999 Competencies: LEX

IN 231
INDIA: ARTS AND CUSTOMS
India: Arts And Customs

IN 233
THE ETHNIC MUSEUMS OF CHICAGO: CULTURAL HISTORIES
This course offers students opportunities to explore, compare and utilize some of the fascinating ethnic museums of Chicago devoted to Polish, Irish, Jewish, Mexican and African-American culture. Students will visit the DuSable Museum of African American History, the Mexican Fine Arts Center, the Polish Museum of America and the Spertus Museum of Judaica and be encouraged to take advantage of their talks, classes, special exhibits, workshops, community events. Competencies: A-1-B, H-2-B. Faculty: Joseph Cunniff

IN 236
FICTIONAL WORLDS AND THEIR CREATORS: GEOGRAPHY AND FANTASY
Some writers create fantasy worlds which feel so real and are such complete places that they can be mapped. Writers like Conan Doyle, J.R.R. Tolkien, Edgar Rice Burroughs and C.S. Lewis create imaginary geographies that compel reader belief. In this course, students will choose a fictional world and its creator for study. Study will involve analysis of literature and evaluation of the relationship between imagination and literary art that can also relate to basic cartographic concepts. An initial in-person meeting with the instructor is required. Competencies: A-1-A, A-1-C, H-1-F. Faculty: J. Warren Scheideman

IN 238
USING LOTUS 1-2-3
Using Lotus 1-2-3

IN 239
SCIENCE/WRITING
Observation is the beginning of science. It is also the beginning of the process of writing. This online course is designed to encourage you to observe the natural world and write clearly about it. Thus you will be simultaneously strengthening your observational skills and your expressive skills. You will observe a single
natural setting over the course of a quarter, writing short prose pieces that follow specific guidelines. At least one of these pieces will be posted on the class website for those outside the class to read, thus providing you with an experience of online publication. Internet access and familiarity are required prior to the beginning of class. Pre-’99 Competencies: AL-2, PW-2. BA’99 Competencies: A-2-A, S-1-C. Faculty: Pat Monaghan.

IN 243
POST TRAUMATIC SLAVE SYNDROME AND ITS EFFECTS
This FDIS seeks to inform students about the impact of post-traumatic slave syndrome (PTSS) resultant from experiencing two-hundred and fifty years of American chattel slavery, has had on African-American life and culture. It is a subject that has legal, historical, psychological and sociological implications and thus is 'a must' for students pursuing undergraduate and/or graduate work in these areas. With this primary goal in mind, students will be asked to review a text on the subject, Joy DeGruy-Leary's Post Traumatic Slave Syndrome: America's Legacy of Enduring Inquiry and Healing and selected readings where appropriate. Equipped with a sound understanding of PTSS, students will then be asked to construct a 4 to 5 page paper on their understanding of this phenomenon. Students are also asked to develop a second project that emerges directly from the competence. Suggestions for such projects are presented in the syllabus. Students can only register for one among the following competencies: H-4, H-1-B, H-1-I, A-3-A, A-2-C.

IN 246
FAMILY DYNAMICS: HOW FAMILIES WORK
Family Dynamics: How Families Work

IN 249
THE AIDS PANDEMIC
More than 30 million people worldwide are infected with HIV, the virus that causes AIDS. In the U.S. and Western Europe, due primarily to expensive drug therapies, AIDS fatalities are decreasing dramatically. But infection and death rates are soaring in impoverished countries. Most cases occur in the developing countries of sub-Saharan Africa, but the pandemic has begun to race through south Asia as well. India, with 4 million HIV-infected, leads the world in absolute numbers, and with the breakup of the Soviet Union, AIDS swept into Eastern Europe. The Ukraine, largely free of HIV before 1991, is now reporting more than 100,000 cases. AIDS, as a disease, is studies using the tools and methods of science. However, if one peers through the scientists' lens alone, one will see only a fraction of the burdens and challenges of AIDS. If we glance at "AIDS-around-the-globe" as described above, we immediately see economic, developmental and political issues. And there is so much more. Those with AIDS tend to die in the prime of life leaving behind devastated families, orphans, and weakened economies. Approaches to HIV prevention, diagnosis and treatment have sociopolitical and ethical implications that go beyond purely medical considerations. AIDS has had profound impacts on both the arts community and on the arts. And HIV has challenged religious and cultural beliefs about gender roles and sexuality. Students will examine HIV and the AIDS pandemic through a multifaceted, interdisciplinary lens. Pre-’99 Competence: PW-P. BA’99 Competence: H-5. Faculty: Toby Glicken

IN 253
INVESTIGATING CITY HALL
Investigating City Hall

IN 256
THE EXPERIENCE OF ART
The Experience Of Art

IN 261
THE GRAYING OF AMERICA: THE BIOLOGICAL DIMENSIONS OF GROWING OLDER
Aging and its accompanying biological processes (including death) are part of all life. This course will focus on the biological processes of aging. Although many of these aspects deal with loss, there is still change and growth. Knowledge also provides a certain kind of power, or at least readiness, to deal with such changes and to maximize their potential. This study will involve a variety of learning techniques that will enable the learner to grasp some of the dimensions of this process. Pre-’99 Competence: PW-5. BA'99 Competence: S-2-C. Faculty: Suzanne Ryan

IN 262
DIVORCE: IMPACT AND CONSEQUENCES
Divorce: Impact And Consequences

IN 263
IN 264
VOICES AND VISIONS: A TELEVISION COURSE IN MODERN POETRY
Students will use the PBS series "Voices & Visions" as an introduction to the lives and writing of several American poets from Walter Whitman to Sylvia Plath. They will concentrate further on the writings of at least one poet and learn to appreciate and interpret that work, gaining insight into the poet's vision, techniques, and message. Competencies: A-1-A, A-1-C, A-1-D. Faculty: R. Craig Sautter

IN 265
ENVIRONMENTAL DISRUPTION AND INFECTIOUS DISEASE
Infectious diseases are the leading cause of death worldwide with more people dying of these diseases than from cancer and heart disease combined. Not surprisingly, it is the developing countries that are most affected. What may be surprising is even in the U.S. contagious diseases rank third as a leading cause of death. And what is even more surprising is that even as we continue to develop new vaccines and antibiotics, deaths from infectious diseases are actually increasing in this country (by 58% between 1980 and 1992). Why? Microbes, such as viruses and bacteria, can replicate in a matter of days (or even minutes) and can change genetically much faster than human cells. With their rapid reproduction and their mutability, microbes have the ability to adapt to almost any type of external conditions. This affords them an evolutionary advantage during periods of massive environmental fluctuations (such as the present). Because environmental disruptions tip the balance in favor of microbes, current radical physical and social changes (such as population growth, urbanization, deforestation, reduction of biological diversity, climactic changes, etc.) contribute to the increase in infectious diseases. Students will examine connections between environmental disruptions (particularly those induced by human activities) and the emergence and reemergence of infectious diseases. *Prerequisite: either a course in environmental science or in microbiology. Pre-1999 Competence: PW-G. BA-1999 Competence: S-4 Faculty: Toby Glicken

IN 266
WOMEN'S ISSUES
This advanced level independent research experience provides individual students the opportunity to explore issues of interest concerning women in greater depth. Completion of Research Seminar is required. Students may design any kind of research project suitable for an advanced-level competence; such projects may include library research, surveys, interviews, or on the job projects related to women's issues. Upon registration, students should submit a brief description of the proposed research area to the instructor. Students may select a topic from the list provided in the syllabus or propose their own topic. The instructor will then contact them for an initial conversation and initiate development of a learning contract. Interaction during the quarter may be in person, email, and/or phone. This FDIS may be taken for one or two competencies. Competencies: E1, E2. Faculty: Catherine Marienau

IN 270
WRITERS IN 1920'S AMERICA
The 1920's was a marvelous decade of social change and artistic growth. H.L. Mencken and George Jean Nathan were significant literary critics. Sinclair Lewis, Willa Cather, F. Scott Fitzgerald, Ernest Hemmingway were major novelists. The New Yorker, and the Algonquin Circle (sometimes known as the "Vicious Circle"), with Dorothy Parker and the humorist Robert Benchley, enlivened the literary scene. This class will explore the American literary experience of the 1920's, and share skills of literary and historical interpretation. Competencies: A-1-A, A-1-C, H-1-F. Faculty: J. Warren Scheideman

IN 271
STYLES AND MEANING IN JAZZ HISTORY
Jazz is a unique American art form which draws on a variety of influences, the skill and creativity of the individual artist, and, in many instances, the collective imagination of a group of performers. This course will explore both the individual styles within jazz as well as the role this art has played in the transmission of culture and the expression of values. Through directed listening, reading, and consultation with the instructor, students will develop the ability to recognize forms and distinctions among both various styles and performers in the jazz idiom. Competence: A-1-E. Faculty: Joe Cunniff

IN 273
NATURE/NURTURE: FROM GENES TO PHENOTYPE
One of the themes of contemporary investigation in biology, medicine, psychology, and other inquiries into "human nature" has been the attempts to answer the question "is it nature or nurture" that guides our destiny. Students will develop a basic understanding of hereditary mechanisms and work to gain an
appreciation / facility with the various ways in which genes and environment interact. NOTE: This independent study in only available via the Internet and requires World Wide Web access, email, and basic facility with Internet media. You are invited to visit this study’s home page at: www.depaul.edu/~mfiddler/nn/nnhome.html Pre-’99 Competence: PW-E. BA’99 Competence: S-2-D. Faculty: Morry Fiddler

IN 274
MANAGERIAL LEADERSHIP: THEORY AND PRACTICE
Managerial Leadership: Theory And Practice

IN 276
MARKETING APPLICATIONS IN CONTEMPORARY SOCIETIES
Marketing has applications to profit as well as non-profit organizations and to services, ideas and individuals, not just products. Through this independent study, students will gain an understanding of the marketing process and the key marketing strategies of product planning, promotion, pricing, and distribution. The competence statement and course project can be customized to meet the student’s World of Work objectives, taking into account the student’s previous marketing experience/courses. Competence: F-X Faculty: Pam Wright

IN 279
THE POWER OF GREAT WRITING
A simple lawsuit in Montgomery, Alabama in 1960, raised America's awareness of the importance of a free and responsible press in a democracy. In Make No Law, Pulitzer prize winning journalist, Anthony Lewis, presents the complex story of how a great newspaper-The New York Times-almost lost its capacity to cover the civil rights movement effectively and forever sacrifice the power of independent criticism of government. He also raises the question of how an undisciplined press can trample the rights of individual citizens. For H-2-G, Students will consider the essential requirement of a democracy to balance the essential rights of freedom of press and freedom from libel. For A-1-C, Students will analyze the text to understand the techniques and strategies Lewis used to turn what could be dry subject matter-history and legal issues-into the compelling story of people engaged in the fight for civil liberty. Faculty: Susanne Dumbleton.

IN 280
CIVIL RIGHTS AND THE FIRST AMENDMENT
What is the relationship between a free press and a free society? And what role do the courts play, particularly the Supreme Court, in balancing society's interest in criticizing its government against other interests, such as an individual’s right to protect herself from slander or libel? How does a case make its way through the courts in the first place? And what is the proper constitutional relationship between the states and the federal government? Using Anthony Lewis’ Make No Law as a starting point, this Court will attempt to explore these questions as they arose in the context of the Civil Rights movement and the path-breaking case of New York Times v. Sullivan. Competencies: H-4, H-1-D. Faculty: Fred Wellisch.

IN 281
GENDER IMPLICATIONS OF LEISURE
Play, leisure, fun, sport, game, hobby, relaxation, and free time all conjure up activities for most people. Yet many people today complain that they have no time or energy for play. One factor that influences leisure is gender. Socialization patterns, biological aspects, and culture often determine activities that males and females select as leisure pursuits. This course will explore these issues and related ones as well as assist the learner in discovering her/his own desires and patterns in the arena of leisure. Pre-’99 Competence: AL-4. BA’99 Competence: A-3-D. Faculty: Suzanne Ryan

IN 292
TECHNOLOGY AND SOCIAL CHANGE
Technology And Social Change

IN 299
BLUES AND CHICAGO
The blues are a feeling, a form, and a rich history that has influenced music from jazz to pop to the Rolling Stones. This course studies the blues with particular attention to Chicago's role in the music. Muddy Waters, Willie Dixon, and Buddy Guy are among the figures included along with readings, CDs, tapes, and visits to both a blues museum and a live blues performance. Competencies: A-1-D, A-1-H. Faculty: Joe Cunniff

IN 300
REITERATIVE PRACTICE BASED LEARNING
This independent study is designed to facilitate the pursuit of a topic or problem of the student's choice. The topic or problem may be related to the student's work or be an outgrowth of an interest relating to any one of the three liberal learning domains (HC, PW, AL). This is an opportunity to use your imagination, pursue a curiosity, or delve into a problem in a guided, but independent manner. In pursuit of the chosen focus, the student will engage in a learning strategy entitled "reiterative practice-based learning" (RPBL), which is a technique designed to enhance critical thinking, professional problem-solving, and self-directed learning skills. RPBL was developed in an attempt to structure the learning process around the "natural" problem-solving processes of the brain, thus enhancing information retention. In RPBL, the instructor functions as a tutor to students, helping them to investigate ill-structured problems by identifying what students already know, what they need to learn, and how best to acquire that learning. In a series of meetings, the tutor guides students as they encounter issues of their choice, helping them to define and elaborate the issue and to assume increasing responsibility for its resolution. Over the course of several meetings the student will both pursue the topic of interest and develop facility with the learning technique for its application to a broad range of academic and professional problems. Pre-1999 Competencies: WW, HC-F, PW-F, AL-F. BA-1999 Competencies: A-3-X, H-3-X, S-3-X, F-X. Faculty: Jean Knoll

IN 307
ADVANCED ELECTIVE SEMINAR
Advanced Elective Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry and satisfy the Advanced Elective competencies: E1, E2. A specific topic, assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. Prerequisite: Successful completion of Research Seminar is required to register.

IN 330
THE MEN THEY WILL BECOME: RAISING BOYS TO BE MEN OF CHARACTER
This course focuses on the development of young men from infancy through adulthood. Much research has been done to study how we rear little boys and young men. Whether it is to determine why boys have more trouble at school than girls, why they have more problems with anger than girls or more problems with the criminal justice system, we want to understand why. We know young boys and men are capable of nurturing, empathy, but we also know they are not reinforced by society to develop these skills. If parents want to nurture these skills they are not supported by society. Dr. McDermott has been researching and teaching courses on gender and development for years. She would be very interested in facilitating learning focusing either on how boys develop fully as men of character and care or on how a particular institution, be it family, school, etc. has failed to help boys to grow and thrive as they could. She will draw upon the books "The men they will become" by child psychiatrist Eli Newberger and other pertinent resources including "Boys will be boys" by Myriam Miedzian to help guide your study. Competences: H2A, H3B. Faculty: Dana McDermott

IN 345
EXTERNSHIP: ANIMALS AND CONTEMPORARY LIFE
Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. Faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer's noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary. Competencies: L10, L11. Faculty: Betta LoSardo

IN 346
NATURE - NURTURE: IT'S ABOUT THE HYPHEN!
One of the themes of contemporary investigations in biology, medicine, psychology, philosophy, and other inquiries into "human nature" has been the attempts to answer the question "is it nature or nurture" that guides our destiny. This question has both stimulated and restricted understanding ourselves and the living world around us. The question has also been reformulated in important ways to provide more helpful though often more complex "answers" and avenues to approach the pursuit of understanding ourselves. Learning Experience: The development of the E-1 and E-2 competences through this independent study is based first on learning to assess the combined roles of environment and biology on health using a framework that puts environmental factors in relation to non-environmental factors (e.g., genetics) and secondly, on taking the perspectives of this competence into ways that the question 'what is human nature?' may be explored. Overall, hopefully this study will provide a means of analysis - a way of thinking - that is generalizable to many areas of interest and concern. The study is a progressive series of activities designed to develop your comfort and facility with these ideas. You will pursue various questions that will require the use of library and internet database searches, your own observations, reflection on events and experiences in your life, and
assigned readings. You will develop a basic understanding of hereditary mechanisms and work with several examples to gain an appreciation for and facility with the various ways in which we are coming to understand how genes and environment interact. Most of what there is to be understood about these interactions still lies ahead of us and so this study will offer a basis for both future understanding and the application of the competence to lives today. Because of the extent that you will be tracking down sources, gathering information, and integrating ideas, completion of Research Seminar is a prerequisite. Competencies: E1, E2. Faculty: Morry Fiddler

IN 351
EMPLOYEE ASSISTANCE PROGRAMS: DESIGN, IMPLEMENTATION, AND EVALUATION
Employee Assistance Programs: Design, Implementation, And Evaluation

IN 352
EYES ON THE PRIZE: A TELEVISION HISTORY OF THE AMERICAN CIVIL RIGHTS MOVEMENT
The American Civil Rights Movement was one of the most profound social movements in U.S. history. It significantly altered the nation's social structure and self-understanding and liberated a people from disenfranchisement. This course looks at the high points along the road to social justice for African-Americans and the associated changes that resulted in the legal, social, economic, and political systems of the land. Students will trace key developments from the 1954 Supreme Court ruling that integrated schools to our current racial situation by watching the award-winning PBS series and reading a significant book on the topic. Competencies: H-1-B, H-1-F. Faculty: Craig Sautter

IN 355
ROOTS: THE FAMILY IN HISTORY
Roots: The Family In History

IN 356
ENCOUNTERING THE NEW AGE
We are living in a time when many of our most fundamental principles about ourselves and the world around us are being broadly challenged. The goal of this independent study is to explore this shift in outlook, or paradigm, the "new age." The specific focus of study will be shaped by the competence being developed and the interests of the student. Readings, a paper focusing on one area in which the emerging paradigm is having significant effect, and structured journal-keeping will be assigned. Three meetings are required with the instructor; if desired, more can be scheduled. Pre-'99 Competencies: AL-5, AL-D. BA'99 Competencies: A-3-B, A-3-E. Faculty: David Shallenberger

IN 357
ECOLOGY OF ORGANIZATIONS
Ecology Of Organizations

IN 358
THE BODY IN PAIN
The Body In Pain

IN 359
COMPUTERS: AN INDEPENDENT STUDY
Computers: An Independent Study

IN 361
FAMILIES UNDER THE INFLUENCE
Families Under The Influence

IN 362
THE PROFESSIONS: THEORY AND PRACTICE
The Professions: Theory And Practice

IN 363
CHICAGO ART AND LITERATURE
Chicago's creative experiences in public art, architecture, and literature have introduced original and significant forms and design theories. Students will explore the factors and forms which have influenced the individuals, events, and movements of Chicago's major artistic expressions. Students will gain an overall appreciation of Chicago's visual, functional, and literary contributions, while exploring in detail a particular artistic expression and forces influencing its design, presentation and reception. Competencies: A-1-A, A-1-C.
IN 364
PLANNING DESIGN AND DEVELOPMENT
Chicago and some of its older communities have benefited from enlightened planning, layout, and design. Following a review of planning examples, principles and design theory, students will select a current planning activity or design development strategy and will detail plan goals, objectives and anticipated results. Students will identify opportunities for public involvement in the planning process to gain greater insight into public decision-making and the power of individual initiative. Competencies:  A-2-C, H-1-I.  Faculty: Tim Hill

IN 365
LEISURE: A MATTER OF LIFE AND DEPTH
Play, leisure, fun, sport, game, hobby, relaxation, and free time all conjure up activities for most people. Yet many people today complain that they have no time or energy for play. One factor that influences leisure is gender. Socialization patterns, biological aspects, and culture often determine activities that males and females select as leisure pursuits. This course will explore these issues and related ones as well as assist the learner in discovering her/his own desires and patterns in the arena of leisure. Pre-'99 Competence: AL-4. BA'99 Competence: A-3-D. Faculty: Suzanne Ryan

IN 366
A POEM OF ONE'S OWN: READING AND WRITING MODERN POETRY
A Poem Of One'S Own: Reading And Writing Modern Poetry

IN 367
PSYCHOLOGY OF SEX AND GENDER
The text in this course provides the background and context needed to engage in informed discussions on male/female differences and similarities. It provides information on the theories of sex differences and current research examining those theories. Topics explored include: 1) gender differences in social behavior and experience, 2) biology and environment-the process of becoming a male or female, 3) cognitive abilities, 4) sexual orientations, 5) hormonal and reproductive connections, 6) mental and physical health issues including stress change and adaptation, 7) sex and gender role development in childhood, 8) attachment intimacy and power, 9) economics, politics and power, 10) issues in the workplace, and 11) justice, equity and social change. Depending on the chosen competency students will decide on their area of special focus and design an individualized learning project. Such projects might include gender issues in fetal development, gender issues in the workplace, in personal relationships or in how children are treated in school. Competencies: H3A, S2C, FX.  Faculty: Dana McDermott

IN 368
LEARNING HISTORY AT THE MUSEUM
This five week class encourages students to examine and think critically about how historical knowledge is constructed and presented. Museums, the subject of this course, are an excellent place to conduct such investigations. Studies indicate that museums are Americans most trustworthy source for learning about the past (Kammen, 2000) (ouch!). Given the political nature of museums (particularly in recent years as Dubin's book will discuss), this fact beckons us to think and study even more about how information is transmitted in what, as we learn, is a very significant educative arena. Our journey begins with some quotes regarding museums, which are culled from one of the required readings by art historian Brian Wallis. Competencies: H2B, H4.  Faculty: Nancy Davis.  May be taken for one competence only.

IN 369
SPIRITUALITIES OF WORK
For some people, "work" refers to one's job, the means of one's livelihood. Others use the word to describe volunteer work, housework, or other productive activities. Some people associate "work" with drudgery and compulsion, while others think of the word in terms of productivity and stimulation. And, for some people, "spirituality" is what they do when they no longer practice religion. Others remain committed to a religious tradition, but consider spirituality to be their particular expression of that tradition. Although there are various definitions of spirituality, most include an understanding of how individuals and groups try to find meaning and integrity in their lives. Spiritualities usually involve certain beliefs and assumptions, as well as practices intended to accomplish specific goals. In this independent study, you will consider some approaches to spirituality and will then apply them to your own experience of work. In your reflection on and writing about work, you will pay particular attention to characteristics of modern life such as the emphasis on efficiency and scientific reason, technological advances, workplace specialization, and the pursuit of health and well-being. Competences A-3-B, H-3-F, F-X.  Faculty: Kevin Buckley
IN 370
COMPARATIVE THEOLOGY
To give a meaning to meaninglessness is the endless quest of religion. Students will study two religions, neither their own belief system, according to a structured paradigm. This paradigm will include vision, explanation, laws, beliefs, and rituals. The diverse activities of the study will include, primarily, research and reflection with opportunities for site visits, interviews, and other information gathering activities. Students will study Islam and Hinduism or Christian Science and The Church of Jesus Christ of the Latter Day Saints (Mormons). Pre-1999 Competence: AL-5. BA-1999 Competence: A-3-E. Faculty: Suzanne Ryan

IN 372
DISRUPTING THE LIFE CYCLE: READING THE EMERGING STORY OF CANCER
In 1851, Rudolf Virchow published a book called Cellular Pathology that changed the course of biology and medicine -- he theorized that the cell is the fundamental unit of life and that each cell comes from another cell, through a process of division. Disease and good health, he said, both originate with the cell. His ideas pointed the way for an increasingly detailed picture of how this fundamental unit of life works -- a picture that is taking us deeper into the inner workings of the cell's biology. At the center of this picture lies a portion of nature's universe for maintaining the continuity of life...and controlling the process of cell division -- DNA and the world of genetics. And more recently, Virchow's insight has been borne out again. The drive to overcome cancer has led to the remarkable understanding that cancer is a disruption of the normal and orderly cycle of the cell's replication and division...a cycle that is controlled by genes. The essential idea of this study is to help you develop an understanding of genetics as a biological system through the lens of how cancer and genetics intersect. From an appreciation for and facility with "thinking genetically" to assess factors -- both biological and environmental -- that contribute to health and the development of cancer, you should be able to better "read" and understand advances in understanding and treating cancer that are emerging almost daily. This very demanding study is available only on the Internet at www.depaul.edu/~mfiddler/cancer/. * World Wide Web access through Netscape or Microsoft Explorer 3.0 or higher and email are required. Pre-'99 Competence: PW-4. BA'99 Competence: S-2-A. Faculty: Morry Fiddler

IN 376
GENDERED RELATIONSHIPS AT WORK
This course will pay special attention to sex and gender issues in relationships at work. It will be studied in context so interactions between other factors (e.g. age, ethnicity, etc.) will be considered. Today in the name of equality we are inclined to deny that gender influences interactions between men and women. Researchers find that gender still has an impact on how men and women relate and suggest not talking about this can result in suspicion, mistrust, false assumptions, misunderstandings and frustration. In this class we will look at theories of gendered communication patterns and assess whether they are at play in our own places of employment. Some of the areas of study are: The double standard of expression, sports talk/family talk, sexist remarks, self-promotion, inclusion in decision-making and the use of humor. Students will read about all areas and then decide to focus their study activities either on researching one in more depth, observing behavior at their own setting in light of all areas, interviewing colleagues about the topics, etc. All students will then submit a paper integrating what they have learned through investigation, experience and reflection on this important issue. They will also make recommendations for creating more equitable environments in their own work settings. Competences: H1B, H3A, FX. Faculty: Dana McDermott

IN 377
APPLIED PROGRAM EVALUATION
Learners will explore elementary program evaluation techniques using the four-stage Kirkpatrick model, and will design an implementation-ready evaluation plan incorporating three or four of the four stages. Competencies: H1X, H2C, S3X. Faculty: Jennifer Holtz

Interactive Media
IM 210
INTRODUCTION TO HUMAN-COMPUTER INTERACTION
(Formerly HCI 210) The user interface development process, including user and task analysis, design, prototyping and evaluation. Human memory, perception, and motor abilities as they relate to user interface design. Students design a low-tech prototype of a user interface. Students prepare written documents describing their activities and present the final results to the class. PREREQUISITE(S): SOPHOMORE STANDING

IM 220
Interactive Media I
This course will focus on planning and producing interactive web projects. Students develop their creative problem-solving skills through evaluating objectives, creating assets, prototyping, planning and producing aesthetic applications using Flash. PREREQUISITE(S): None

IM 230
Scripting for Interactive Media
This course is an introduction to Object-Oriented programming using Flash ActionScript. Subjects covered include variables, loops, conditionals, event handling, and classes, and how they are used to create real-world interactive web applications and animations. PREREQUISITE(S): None

IM 270
USER-CENTERED WEB DESIGN
(Formerly HCI 270) Principles of interactive design for web pages and sites. Design patterns for information navigation. Use of HTML and CSS to produce standards- and accessibility-compliant web pages. Overview of technologies supporting dynamic and interactive content. Prerequisites: None.

IM 315
THEORY AND PERCEPTION OF COLOR
(Formerly HCI 315) A problem-based course introducing additive and subtractive colors systems and their technology. It explores the perceptual phenomena of color relationships and their applications in digital environments. PREREQUISITE(S): IM 210 AND GPH 211.

IM 320
Interactive Media II
This course will use complex interactive web projects to challenge students to solve real-world problems. Students will build upon the organizational and analytical strategies learned in IM I while expanding their knowledge of Flash subjects such as site integration, utilizing remote data and manipulating video. PREREQUISITE(S): IM 220 Interactive Media I

IM 322
MULTIMEDIA
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(S): CSC211 OR IM210.

IM 330
Advanced Scripting for Interactive Media
This course builds on the Flash ActionScript programming skill learned in Scripting for Interactive Media. Students will focus on designing, coding and debugging complex applications. PREREQUISITE(S): IM 230 Scripting for Interactive Media

IM 332
USER-CENTERED WEB DEVELOPMENT
(Formerly HCI 332) Analysis, design, and development of interactive web sites. Advanced application of HTML and style sheets for user-centered design. Survey of client-side technologies for interactive Web use. PREREQUISITES: IT 130.

IM 360
USER-CENTERED EVALUATION
(Formerly HCI 360) Overview of user research and usability evaluation methods. User research includes interviews, profiles and scenarios. Usability evaluation methods include expert inspections and usability
testing. PREREQUISITE(S): IM 210.

IM 390
TOPICS IN HUMAN-COMPUTER INTERACTION
(Formerly HCI 390) May be repeated for credit. PREREQUISITE(S): Completion of the HCI core courses or consent of the instructor.

IM 394
HUMAN-COMPUTER INTERACTION CAPSTONE COURSE
(Formerly HCI 394) 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. (PREREQUISITE(S): Senior standing).

IM 399
INDEPENDENT STUDY
(Formerly HCI 399) Independent Study.

Interdisciplinary Comm Studies

Interdisciplinary Comm Studies

ICS 200
INTRODUCTION TO BUSINESS
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.

ICS 201
PERSONAL FINANCIAL DECISION MAKING
Personal Financial Decision Making. Students will be exposed to a wide variety of money-related topics, with an aim to familiarize the participants with everyday financial issues.

ICS 350
INTERNATIONAL BUSINESS SEMINAR (PREREQ: REGISTRATION WITH THE DREIHAUS CENTER)
This foreign study course is meant to introduce the student to the world of international life and business as it is today. The course provides students the opportunity to visit and study foreign commercial enterprises on-site as they exist today. Additional emphasis is placed on the understanding overseas cultures, self-reference criteria, and the fact that people around the world can maintain/develop hopes and dreams within their own lifestyle even though it may differ from others. Most courses in this group will count for liberal studies credit as an experiential learning course. See the Director of the Driehaus Center for International Business or the College of Commerce undergraduate office for additional information. PREREQUISITE(S): Registration with the Driehaus Center. International Business Seminars may not be taken Pass/Fail.

ICS 392
SENIOR SEMINAR (PREREQ: ADVANCED SENIOR STANDING - 154 EARNED QUARTER HOURS)
A variety of Senior Seminars is offered every term. Individual sections focus on selected content areas reflecting issues facing business in contemporary society. These seminars are designed to enable and encourage students to see the world differently, to reflect on those differences and to communicate, both orally and in writing, the results of that reflection. PREREQUISITE(S): Advanced Senior standing - 154 earned quarter hours.

ICS 394
ENTREPRENEURSHIP STRATEGY (PREREQUISITE(S): MGT 300, MKT 310, either FIN 290 or FIN 310 AND SENIOR
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 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. Focus is placed on either a consulting project with a small business or community organization, which may require time outside of class for the project, or on case studies. PREREQ(S): MGT 300, MKT 310, either FIN 290 or FIN 310 AND SENIOR STANDING.

ICS 395
MANAGEMENT STRATEGY (PREREQ(S):FIN 310, MGT 300 & MKT 310)
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(S): FIN 310, MGT 300 & MKT 310.

ICS 398
SPECIAL TOPICS
Special Topics. Content and format of this course is variable. Subject matter will be listed in the university class schedule. These courses will be used for a variety of course content and delivery methods including the Foreign Study Seminar Series. PREREQUISITE(S): Listed in university class schedule.

ICS 399
INDEPENDENT STUDY (PREREQ: WRITTEN PERMISSION OF DIRECTOR)
Independent Study. Available to students of demonstrated capability for intensive work in interdisciplinary studies. PREREQUISITE(S): Written permission of instructor and director of undergraduate programs.

International Studies

Undergraduate Course Descriptions

International Studies

INT 150
GLOBAL CONNECTIONS (FORMERLY INT 300) (SELF, SOCIETY AND THE MODERN WORLD)
This course is intended for non-majors who are looking to add an international perspectives course to their study. It looks at the relationships between people living across the globe. formerly INT 300

INT 201
THE EVOLUTION OF THE MODERN NATION STATE (PREREQ: SOPH MAJOR AND MINOR STATUS OR PERMISSION)
This course focuses on the complex relationship between race, gender, ethnicity and nationality 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(S): Sophomore major or minor status, or permission of the instructor.

INT 202
INTERNATIONAL CONFLICT AND COOPERATION (PREREQ(S): INT 201 AND INTERNATIONAL STUDIES MAJOR/MINOR)
This course analyzes the nature of power in the international arena, conflicts that emerge among nations, and processes through which conflict may be resolved. Simulation of the Paris Peace Conference of 1919 is used as an instance of the difficulty encountered in constructing international systems. PREREQUISITE(S): INT 201 and International Studies major/minor or permission of director.

INT 203
INTERNATIONAL MOVEMENTS IN THE 20TH CENTURY (PREREQ: INT 202 AND INTERNATIONAL STUDIES MAJOR/MINOR)
This course evaluates the major social 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. PREREQUISITE(S): INT 201, 202 and International Studies major/minor or permission of the instructor.

INT 204
CULTURAL ANALYSIS (CROSSLISTED: ANT 386)
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.

INT 205
INTERNATIONAL POLITICAL ECONOMY (PREREQ(S): ECO 105 AND ECO 106)
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. PREREQUISITE(S): ECO 105 and ECO 106.

INT 206
IDENTITIES AND BOUNDARIES
This course explores 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.

INT 301
SENIOR SEMINAR (PREREQ(S): SENIOR STANDING IN INTERNATIONAL STUDIES OR PERMISSION)
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(S): Senior International Studies major status, or permission of the instructor.

INT 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.

INT 311
AFRICAN AREA STUDIES II
A continuation of the survey of institutions and cultural history described in 310.

INT 320
WEST AND SOUTH 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.

INT 321
WEST AND SOUTH ASIAN AREA STUDIES II
A continuation of the survey of institutions and cultural history described in 320.

INT 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.

INT 331
EAST ASIAN AREA STUDIES II
A continuation of the survey of institutions and cultural history described in 330.

INT 336
CULTURES OF THE PACIFIC
A survey of the social, political, and economic institutions, and the culture history of selected regions of the Pacific.

INT 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.

INT 341
EUROPEAN AREA STUDIES II
A continuation of the survey of institutions and cultural history described in 340.

INT 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.

INT 351
LATIN AMERICAN AREA STUDIES II
A continuation of the survey of institutions and cultural history described in 350.

INT 360
TOPICS IN DEVELOPMENT & ANTI-DEVELOPMENT
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.

INT 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.

INT 364
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.)

INT 365
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.)

INT 366
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.)

INT 368
TOPICS IN GLOBAL CULTURE
A course that offers students the opportunity to explore global cultural studies in greater depth. (See schedule for current offerings.)

INT 371
INTERNATIONAL ENVIRONMENTAL POLITICS
This course examines the international processes by which scientific knowledge concerning environmental change and degradation is translated into action on the parts of individuals, groups, states, and global
change and degradation is translated into action on the parts of individuals, groups, states, and global institutions. We look at the political, legal, economic and cultural structures that reproduce the global propensity to disrupt or degrade the environment and that likewise prevent amelioration.

INT 374
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 blocks or organizations, and the policy issues associated with these organizations. (See schedule for current offerings.)

INT 380
INTERNSHIP PROSEMINAR (PERMISSION OF DIRECTOR REQUIRED)
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. PREREQUISITE(S): Permission of the director.

INT 382
INTERNSHIP RESIDENCY (PERMISSION OF DIRECTOR REQUIRED)
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. 4-8 credit hours. PREREQUISITE(S): Permission of the director.

INT 384
INTERNSHIP DIRECTED RESEARCH (PREREQ: PERMISSION OF DIRECTOR)
In this phase of an off-campus internship, students submit a research report to faculty and expand upon their experience through further research. PREREQUISITE(S): Permission of the director.

INT 388
SPECIAL TOPICS IN INTERNATIONAL STUDIES
Special Topics In International Studies

INT 389
INTERNATIONAL SOCIAL ENGAGEMENT (JR YEAR EXPERIENTIAL LRNG: SERVICE)
The course provides 20-25 hours of service learning opportunities for students in organizations that are pursuing local activities based on international missions or globally-informed policies. The course meetings focus on student experiences and a discussion of state, sub-state, and non-state organizational structures in the international context.

INT 390
GUEST SEMINAR
Examination of a topic in international studies under the direction of a visiting professor.

INT 393
INTERNATIONAL STUDIES PRACTICUM (PREREQ: PERMISSION OF DIRECTOR)
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(S): Permission of the instructor.

INT 399
INDEPENDENT STUDY [PREREQ(S): PERMISSION OF THE DIRECTOR]
Variable credit hours. Prerequisite(s): permission of the director.

Irish Studies

Undergraduate Course Descriptions Irish Studies

Irish Studies
IRE 379
INDEPENDENT STUDY
Intensive study of a topic of special interest which is relevant to Irish Studies, normally in one of the curricular areas in which Irish Studies is taught in the minor, and usually with a faculty member who teaches in the Irish Studies program. An independent study typically involves private conferences with an instructor and supervised reading, research and writing. Written permission of the supervising faculty member and of the program director is necessary before registration.

Islamic World Studies

Undergraduate Course Descriptions

Islamic World Studies

IWS 100
INTRODUCTION TO ISLAMIC WORLD STUDIES [RD:RT]
This course is the introductory course to the program. This course is to familiarize the students with the study of Islam by introducing them to the central texts - the Qur'an, Hadith literature (reports of the actions and sayings of the Prophet Muhammad), and Sira (the biography of the Prophet) - and methodologies in studying these and other primary sources (although the course will limit its scope to translated texts, students will become aware of the vast resources that are available in Arabic). Students will also learn the mechanics of research in the field. They will become aware of the Encyclopedias, Indexes, and Journals, etc., that are available to conduct proper research in the field.

IWS 101
INTRODUCTION TO THE FIELD OF ISLAMIC STUDIES [RD:RT]
This course is the second of two introductory courses to the Islamic World Studies Program. Students will concentrate on the state of the field of Islam in the Academic world. Students will become grounded in the history of the field, from its beginning in the late 18th century until the present time. Students will become familiar with the most up to date theories that are at present governing the study of the rise of Islam and the sacred texts in the Western and Islamic Academia.

IWS 104
RELIGIONS IN CHICAGO
An experience-centered introduction to the varieties of religious thought and expression manifest in the greater Chicago area. Includes site visits.

IWS 116
ISLAMIC EXPERIENCE [CROSS-LISTED AS REL 116] [RD:RT]
This course will introduce students to the religion of Islam through its sources, practices, and presence in the contemporary world. In this introduction we will briefly explore the Qur'an, the Prophet Muhammad, hadith, law, ritual and practices, sectarian movements, and issues among Muslim women. The course will also look at some of the issues facing Muslims at the present time. Cross-listed as REL 116.

IWS 217
ISLAM IN GLOBAL CONTEXTS [X-LISTED AS REL 217] [RD:RT]
A study of Islam's developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other. Cross-listed as REL 217.

IWS 263
RELIGION AND POLITICS IN THE MIDDLE EAST [CROSS-LISTED AS REL 263] [RD:RQ]
An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities. Cross-listed as REL 263.
IWS 265
REFORM MOVEMENTS WITHIN ISLAM [CROSS-LISTED AS REL 265] [RD:RQ]
This course will deal with the idea of "reform" within Islamic political movements in the modern period. The course will analyze various Islamic reform movements such as the Wahahabis, the Muslim Brotherhood, the Modernists, the Traditionalists, seeking a pattern in these movements. Cross-listed as REL 265.

IWS 266
ISLAM IN THE UNITED STATES (CROSS-LISTED AS REL 266) [RD:RT]
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. Cross listed as REL 266.

IWS 271
THE QUR'AN AND ITS INTERPRETERS [CROSS-LISTED AS REL 271] [RD: RT]
A study of the origin, transmission, and interpretation of the Qur'an. Cross listed as REL 271.

IWS 272
MUSLIM WOMEN IN TEXTS [CROSS-LISTED AS REL 272] [RD:RT]
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. Cross-listed as REL 272.

IWS 295
SECTARIAN MOVEMENTS WITHIN ISLAM [CROSS-LISTED AS REL 295] [RD:RT]
This course will look at the various sects within Islam such as Shi'ism, Kharjism, etc. The course will also look at theological sects such as the Mu'taziliets. The course will be concerned with the history, the beliefs, and the present circumstances (if they still exist today) of these sects. Cross listed as REL 295.

IWS 324
RELIGION AND LAW [CROSS-LISTED AS REL 324]
An intensive study of the many dimensions of religious liberties in a pluralist society. Explores the language of constitutional and political discourse generally, and the ways in which language affects an understanding of the First Amendment. Includes case studies on particular religious communities and their encounters with American law. Cross-listed as REL 324.

IWS 327
REPORTING THE ARAB AND MUSLIM WORLDS
A critical survey of US mainstream media coverage of select topics relevant to Arab and Muslim societies. This is a course for students who may wish to become foreign correspondents reporting from Arab/Muslims/Middle East venues or for those interested in broadening their perspectives and knowledge about these societies based on current events and trends.

IWS 330
ISLAMIC LAW, ITS HISTORY AND MODERN APPLICATIONS
This course is a brief introduction to Islamic Law and its history including case studies of its modern applications. Students will trace the history of Islamic legal theory from its beginnings until the modern period. The focus is on the early formation of theory-its major themes and arguments along with the variety of doctrines that contribute to it. Students will examine how the socio-religious realities interface with the production of legal discourse as they build on previous coursework on modern reformers and the sources of law. This course will also explore the ongoing conversations over religious faith as the basis of a legal system. Last, we transition to the contemporary period through case studies where we will consider how the case connects with or departs from these larger debates and the different contemporary methodologies and arguments used.

IWS 340
SPECIAL TOPICS IN ISLAMIC WORLD STUDIES
See schedule for current offerings.

IWS 399
INDEPENDENT STUDY (PREREQUISITE(S): PERMISSION)
Italian

Undergraduate Course Descriptions

Italian

ITA 111
ITALIAN I
This course is the first quarter of the elementary Italian language sequence. Students will begin to develop the ability to speak, understand, read and write Italian while learning about Italian culture through study of the language. The course meets four hours per week and requires an additional weekly hour of guided self-instruction.

ITA 112
ITALIAN II (PREREQ(S): ITA 111)
This course is the second quarter of the elementary Italian language sequence. Students will continue to develop the ability to speak, understand, read and write Italian while learning about Italian culture through study of the language. The course meets four hours per week and requires an additional weekly hour of guided self-instruction. PREREQUISITE(S): ITA 111

ITA 113
ITALIAN III (PREREQ(S): ITA 112)
This course is the third quarter of the elementary Italian language sequence. Students will continue to develop the ability to speak, understand, read and write Italian while learning about Italian culture through study of the language. The course meets four hours per week and requires an additional weekly hour of guided self-instruction. PREREQUISITE(S): ITA 112

ITA 114
ITALIAN IV (PREREQ(S): ITA 113)
This course is the fourth quarter of the elementary Italian language sequence. Students will continue to develop the ability to speak, understand, read and write Italian while learning about Italian culture through study of self-language. The course meets four hours per week and requires an additional weekly hour of guided self-instruction. PREREQUISITE(S): ITA 113.

ITA 197
SPECIAL TOPICS IN ITALIAN
See schedule for current offerings.

ITA 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

ITA 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

ITA 201
ADVANCED COMMUNICATION I (PREREQ(S): ITA 114 OR EQUIVALENT)
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. PREREQUISITE(S): ITA 114 or equivalent.

ITA 202
ADVANCED COMMUNICATION II (PREREQ(S): ITA 114 OR EQUIVALENT)
Focus on the differences between speech and writing with an emphasis on the latter as expressed in
compositions, editing and other writing activities. PREREQUISITE(S): ITA 114 or equivalent.

ITA 203
ADVANCED COMMUNICATION III (PREREQ(S): ITA 114 OR EQUIVALENT)
Developing a sophisticated spoken fluency using authentic oral texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression. PREREQUISITE(S): ITA 114 or equivalent.

ITA 297
SPECIAL TOPICS IN ITALIAN
See schedule for current offerings.

ITA 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

ITA 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

ITA 301
ORIGINS OF ITALIAN LITERATURE (PREREQ(S): ITA 114 OR EQUIVALENT)
Topics will include the development of vernacular literature from the earliest texts to Dante. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 302
WRITING THE SELF IN THE ITALIAN RENAISSANCE (PREREQ(S): ITA 114 OR EQUIVALENT)
Topics will include the evolving conception of self in texts of the Humanists, Machiavelli, Castiglione, Michelangelo, Ariosto and Tasso. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 303
LITERATURE OF THE SEICENTO & SETTECENTO (PREREQ(S): ITA 114 OR EQUIVALENT)
Topics will include Baroque and Enlightenment texts of Marino, Galileo, Vico, Goldoni and Alfieri. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 304
ITALIAN CIVILIZATION I (PREREQ(S): ITA 114 OR EQUIVALENT)
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. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 305
TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS (PREREQ(S): ITA 114 OR EQUIVALENT)
Authors will include Foscolo, Leopardi, Manzoni, Verga, Carducci and Pascoli. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 306
FUTURISM AND BEYOND: LITERATURE OF THE NOVECENTO (PREREQ(S): ITA 114 OR EQUIVALENT)
Topics will include issues of modernity in the works of Svevo, Marinetti, D'Annunzio, Pirandello and others. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 307
DANTE'S INFERNO: THE WORLD OF THE CONDEMNED [A&L]
A close reading of the first part of Dante's masterpiece.

ITA 308
DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION (PREREQ(S): ITA 114 OR EQUIVALENT)
A close reading of selections from Purgatory and Paradise. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 309
THE ITALIAN NOVEL
SELECTED TOPICS FROM ALL PERIODS. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 310
PETRARCA AND BOCCACCIO (PREREQ(S): ITA 114 OR EQUIVALENT)
A close reading of selections from the Canzoniere and Decamerone. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 311
ITALIAN POETRY (PREREQ(S): ITA 114 OR EQUIVALENT)
Selected topics from all periods. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 312
ITALIAN DRAMA (PREREQ(S): ITA 114 OR EQUIVALENT)
Selected topics from all periods. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 320
ITALIAN FOR BUSINESS (PREREQ(S): ITA 114 OR EQUIVALENT)
Advanced preparation for the use of Italian in the business world. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 321
TRANSLATION (PREREQ(S): ITA 114 OR EQUIVALENT)
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. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 329
ITALIAN FILM (ARTS AND LITERATURE) (PREREQ(S): ITA 114 OR EQUIVALENT)
The development of Italian cinema from its origins to the present. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 330
ITALIAN CIVILIZATION II (PREREQ(S): ITA 114 OR EQUIVALENT)
Overview of artistic, social and political developments from the Baroque to the Risorgimento. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 340
ITALIAN CIVILIZATION III (ARTS AND LITERATURE) (PREREQ(S): ITA 114 OR EQUIVALENT)
The artistic, social and political development of modern Italy from industrialization through the Fascist era to contemporary society. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 353
ITALIAN PHONOLOGY AND PHONETICS (PREREQ(S): ITA 114 OR EQUIVALENT)
An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of Italian is a prerequisite. PREREQUISITE(S): ITA 114 or equivalent; ITA 201-203 generally recommended.

ITA 397
SPECIAL TOPICS IN ITALIAN
See schedule for current offerings.

ITA 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

ITA 399
INDEPENDENT STUDY (PREREQUISITE: PERMISSION)
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.
JPN 100
JAPANESE PRACTICUM
Required intensive language practice to reinforce study in 101-103. Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone.

JPN 101
BASIC JAPANESE I (COREQ: JPN 100)
Listening to, speaking, reading and writing Japanese in a cultural context for the beginning student. Must be taken with Japanese 100.  COREQUISTE(S): JPN 100

JPN 102
BASIC JAPANESE II  (COREQ: JPN 100) (PREREQ(S): JPN 101)
Continued emphasis on the four skills in culturally-authentic situations. Must be taken with Japanese 100.  COREQUISTE(S):JPN 100 PREREQUISITE(S): JPN 101.

JPN 103
BASIC JAPANESE III  (COREQ: JPN 100) (PREREQ(S): JPN 102)
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.  COREQUISTE(S): JPN 100 PREREQUISITE(S): JPN 102.

JPN 104
INTERMEDIATE JAPANESE I (PREREQ(S): JPN 103)
Intensive practice in the use of Japanese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. PREREQUISITE(S): JPN 103.

JPN 105
INTERMEDIATE JAPANESE II (PREREQ(S): JPN 104)
Continuing practice in spoken and written Japanese and further development of reading and listening abilities in an authentic cultural context. PREREQUISITE(S): JPN 104.

JPN 106
INTERMEDIATE JAPANESE III (PREREQ(S): JPN 105)
Developing more fluency in speaking, understanding, reading, and writing Japanese with a concomitant heightened awareness of the cultural dimensions of the Japanese language. PREREQUISITE(S): JPN 105.

JPN 110
INTENSIVE BASIC JAPANESE I (FOR PARTICIPANTS IN DAAAO)
An intensive introduction to reading, writing, and speaking Japanese in a cultural context for the beginning student. For participants in the DAAAO Program.

JPN 111
INTENSIVE BASIC JAPANESE II [FOR PARTICIPANTS IN DAAAO PROGRAM]
An intensive introduction to reading, writing, and speaking Japanese in a cultural context for the beginning student; continues JPN 110. For participants in the DAAAO Program.

JPN 197
SPECIAL TOPICS IN JAPANESE
See schedule for current offerings.

JPN 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

JPN 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

JPN 201
ADVANCED JAPANESE I (PREREQ(S): JPN 106)
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. PREREQUISITE(S): JPN 106.

JPN 202
ADVANCED JAPANESE II (PREREQ(S): JPN 201)
Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing and other writing activities. PREREQUISITE(S): JPN 201.

JPN 203
ADVANCED JAPANESE III (PREREQ(S): JPN 202)
Developing a sophisticated spoken fluency using authentic oral texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression. PREREQUISITE(S): JPN 202.

JPN 297
SPECIAL TOPICS IN JAPANESE
See schedule for current offerings.

JPN 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

JPN 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

JPN 300
ADVANCED KANJI BUILDING I (PREREQ(S): JPN 202)
Advanced KANJI Building I PREREQUISITE(S): JPN 202.

JPN 304
CONTEMPORARY JAPANESE LITERATURE (PREREQ(S): JPN 106)
Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from Showa era to present. PREREQUISITE(S): JPN 106.

JPN 310
JAPANESE CULTURE (PREREQ(S): JPN 106)
Discussion of selected cultural topics from different periods with appropriate collateral readings. Formerly Japanese 302. PREREQUISITE(S): JPN 106.

JPN 311
ADVANCED DISCUSSION AND READING I (PREREQ(S): JPN 106)
Expanding the knowledge of vocabulary and kanji characters through discussions of current issues in the news and in newspapers and academic writing exercises. Formerly Japanese 300. PREREQUISITE(S): JPN 106.

JPN 312
ADVANCED DISCUSSION AND READING II (PREREQ(S): JPN 311)
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. Formerly Japanese 301. PREREQUISITE(S): JPN 311.

JPN 313
ADVANCED DISCUSSION AND READING III (PREREQ(S): JPN 312)
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. PREREQUISITE(S): JPN 312.
JPN 320
ADVANCED COMMERCIAL JAPANESE (PREREQ(S): JPN 106)
Advanced preparation for the use of Japanese in the business world. PREREQUISITE(S): JPN 106.

JPN 330
INTRODUCTION TO JAPANESE LINGUISTICS (PREREQ(S): JPN 106)
Study of a wide range of topics including Japanese language analysis, dialectal variations, and the history of the Japanese language. Data collection on oral and written texts with related class discussions. PREREQUISITE(S): JPN 106.

JPN 342
ADVANCED HIGH JAPANESE I
The first course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed JPN 201-202-203 and JPN 311-312-313, or have equivalent proficiency in Japanese.

JPN 343
ADVANCED HIGH JAPANESE II
The second course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed JPN 201-202-203 and JPN 311-312-313, or have equivalent proficiency in Japanese.

JPN 344
ADVANCED HIGH JAPANESE III
The third course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed JPN 201-202-203 and JPN 311-312-313, or have equivalent proficiency in Japanese.

JPN 397
SPECIAL TOPICS IN JAPANESE
See schedule for current offerings.

JPN 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

JPN 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
Variable credit. PREREQUISTE(S): Permission of chair and instructor required.

Jazz Studies

Undergraduate Course Descriptions • J & K • Jazz Studies

Jazz Studies

JZZ 200
JAZZ ENSEMBLE (PREREQ: PLACEMENT AUDITION REQUIRED. JUNIOR STANDING OR CONSENT)
(1 credit) Current performance styles for large ensemble; new arrangements and compositions emphasized; performances both on and off campus. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required or consent of instructor.
JZZ 201  
JAZZ CHAMBER ENSEMBLE (PREREQ(S): JUNIOR STANDING OR CONSENT. PLACEMENT AUDITION)  
(1 credit) Study, rehearsal, and performance of literature for jazz chamber groups. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required or consent of instructor.

JZZ 300  
ESSENTIALS OF JAZZ I (PREREQ: CONSENT OF JAZZ STUDIES COORDINATOR REQUIRED)  
(2 credits) Basic and advanced chord constructions in written and keyboard applications. PREREQUISITE(S): Consent of jazz studies coordinator required.

JZZ 301  
ESSENTIALS OF JAZZ II (PREREQ: JZZ 300)  
(2 credits) Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to "play by ear." PREREQUISITE(S): MUS 314.

JZZ 302  
ESSENTIALS OF JAZZ III (PREREQ: JZZ 301)  
(2 credits) Improvisation with particular emphasis on the blues arranging and accompanying techniques; a survey of recent trends in popular music. PREREQUISITE(S): MUS 315.

JZZ 303  
JAZZ HISTORY AND STYLE (PREREQ: CONSENT)  
(2 credits) An intensive study of the periods of jazz, major performers and composers, trends, influences, stylistic features and related materials. PREREQUISITE(S): Consent of jazz studies coordinator required.

JZZ 304  
JAZZ ARRANGING I  
(3 credits) Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing. A year-long sequence of courses.

JZZ 305  
JAZZ ARRANGING II (PREREQ: JZZ 304)  
(3 credits) Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing. A year-long sequence of courses. PREREQUISITE(S): MUS 327.

JZZ 306  
JAZZ ARRANGING III (PREREQ: JZZ 305)  
(3 credits) Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing. A year-long sequence of courses. PREREQUISITE(S): MUS 328.

JZZ 307  
JAZZ ARRANGING AND COMPOSITION IV (PREREQ: JZZ 306)  
(3 credits) Further exploration of jazz harmony including substitutions, quartal voicings, modality, compositional devices, and third stream techniques. PREREQUISITE(S): MUS 329.

JZZ 308  
JAZZ IMPROVISATION I (PREREQ: JZZ 302 OR CONSENT OF INSTRUCTOR)  
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. PREREQUISITE(S): MUS 316 or consent of instructor.

JZZ 309  
JAZZ IMPROVISATION II (PREREQ: JZZ 308)  
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. PREREQUISITE(S): MUS 334.

JZZ 310  
JAZZ IMPROVISATION III (PREREQ: JZZ 309)  
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. PREREQUISITE(S): MUS 335.

JZZ 311  
JAZZ IMPROVISATION IV (PREREQ: JZZ 310)  
(2 credits) Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord
Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction. PREREQUISITE(S): MUS 336.

JZZ 312
JAZZ IMPROVISATION V (PREREQUISITE: JZZ 311)
(2 credits) Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction. PREREQUISITE(S): MUS 344.

JZZ 313
JAZZ IMPROVISATION VI (PREREQ: JZZ 312)
(2 credits) Advanced techniques of improvisation, utilizing transcriptions, patterns and more involved chord construction. PREREQUISITE(S): MUS 345.

JZZ 314
JAZZ PEDAGOGY (PREREQ: JUNIOR STANDING OR INSTRUCTOR CONSENT)
(2 credits) A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques. Can serve as an elective for music education majors. PREREQUISITE(S): Junior standing or consent of instructor.

JZZ 315
JAZZ SENIOR RECITAL
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Senior year. This recital is required as partial fulfillment of the degree of Bachelor of Music in Jazz Studies. COREQUISITE: Students must be registered for 2 or 4 credits of applied lessons during the quarter the recital is presented.

JZZ 316
APPLIED JAZZ COMPOSITION (PREREQ: JZZ 306)
Private instruction exploring advanced techniques and methods of jazz composition and arranging. PREREQUISITE(S): Jazz Arranging III.

JZZ 398
INDEPENDENT STUDY

JZZ 1
JAZZ ENSEMBLE
(0 credit) Current performance styles for large ensemble; new arrangements and compositions emphasized; performances both on and off campus. Placement audition required. All MEN courses are repeatable courses.
Labor

LE 101
INTRODUCTION TO LABOR LEADERSHIP I
Offers the following courses: Union Writing (6 weeks); Grievance Education (5 weeks)

LE 201
ADVANCED LABOR LEADERSHIP
Offers the following courses: Public Speaking, Labor Law and Parliamentary Procedure (11 weeks); Skills for Organizing (6 weeks); Economics for Unions (5 weeks); Labor History (6 weeks); Collective Bargaining and Labor Management Cooperation Theories/Interest-Based Bargaining (15 weeks); Arbitration (6 weeks)

LE 203
UNIONS AT WORK I
Collective Bargaining and Labor Management Cooperation Theories/Interest-Based Bargaining (15 weeks)
Course Components: History, overview and introduction to collective bargaining within the context of power relationships between labor and management (employers), and of power as a tool to negotiate between different or opposing social and economic interests. Specifics include researching the employer; costing out the contract; developing a mobilization structure; preparing for a contract campaign; preparing demands and contrast language; dynamics of bargaining and power; collective bargaining simulation; analysis and alternative to strike; how to get the contract ratified; overview of labor management cooperation; participation and collective bargaining; interest-based bargaining; an analysis; how to use interest-based bargaining.

Language, Literacy & Spec Inst

LSI 330
ORIENTATION TO SPECIAL EDUCATION
Provides an introduction to the field of special education through an examination of historical trends, research contributions, legislative history, and socio-cultural issues shaping identification and education of students with special learning needs. Covers models of collaboration with general education and related professionals and staff. Daytime clinical hours required.

LSI 331
CHARACTERISTICS I: COGNITIVE AND LEARNING DISABILITIES
Focuses on communication, attention, problem solving, information processing, social and academic abilities and skills commonly exhibited by students with cognitive impairments and learning disabilities. Examines major theories and research related to development and disabilities, assessment and identification issues, and factors that contribute to these disabilities. Daytime clinical hours required. PREREQUISITE: LSI 330

LSI 332
METHODS I: COGNITIVE AND LEARNING DISABILITIES
Introduces specialized techniques and materials for educating students with cognitive and learning disabilities and provides experience developing and implementing individualized educational plans. Includes methods of teaching reading, oral language, writing, math, and content area skills as well as experience adapting general education materials. Daytime clinical hours required. PREREQUISITES: Child Psychology and LSI 331.

LSI 335
INSTRUCTIONAL TECHNOLOGY FOR ALL STUDENTS
This course will enable preservice teachers to determine appropriate uses of technology in education; understand the basics of how the computer operates; intelligently use productivity and educational technology typically found in K-12 schools; intelligently use the Internet, e-mail, and the Web. Students will become familiar with assistive and specialized technology for students with disabilities. Discussion of issues and trends in educational technology, including access and equity.

LSI 346
STRATEGIES FOR MAINSTREAMING AND INCLUDEN (FORMERLY LSI 201) (PREREQ: JUNIOR STANDING)
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 maximum 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 and inclusion. PREREQUISITE(S): Junior standing.

LSI 351
CHARACTERISTICS II: SOCIAL-EMOTIONAL AND BEHAVIORAL DISORDERS
Examines characteristics of emotional and behavioral difficulties in children (preschool through age 21), etiological factors, and issues related to assessment and identification. Daytime clinical hours required. PREREQUISITES: Child Psychology, Adolescent Psychology and LSI 330.

LSI 352
METHODS II: SOCIAL-EMOTIONAL AND BEHAVIORAL DISORDERS
Introduces treatment options and specialized techniques and materials for addressing and managing behavioral and emotional problems affecting young children through adolescents and young adults in educational settings. Includes functional behavioral analysis and development of behavior intervention plans. Daytime clinical hours required. PREREQUISITE: LSI 351.

LSI 361
CHARACTERISTICS AND METHODS III: PHYSICAL HEALTH AND MULTIPLE DISABILITIES
Focuses on understanding the intellectual, social, life-skills, and educational needs of children and adolescents with chronic health impairments, significant physical impairments, and multiple disabilities. Examination of etiological factors and long-term outcomes. Includes experience with assistive technology and designing and implementing a functional curriculum. Daytime clinical hours required. PREREQUISITES: LSI 331, 332, 351, 352.

LSI 370
ASSESSMENT IN SPECIAL EDUCATION
Introduction to basic statistical concepts, standardized and alternative assessments, and issues related to validity, reliability, and fairness in testing. Experience with administration and interpretation of commonly used standardized tests. Emphasis with ecological assessment and interpretation of assessment data for planning educational programs. Clinical hours required. PREREQUISITES: LSI 331, 351

LSI 371
SPECIAL EDUCATION ISSUES IN SECONDARY SETTINGS
Study of effective teaching practices and materials used in content areas with adolescents and young adults in secondary school settings. Includes collaborative models and techniques, accommodations in and modifications of the general education curriculum and assessment measures, functional curricula, student advocacy, and transition planning. Daytime clinical hours required. PREREQUISITE: LSI 330

LSI 372
PROFESSIONAL PRACTICE IN SPECIAL EDUCATION
Examination of contemporary educational issues, including politics and funding, legislative initiatives and legal challenges affecting special education, and other timely topics. PREREQUISITE: LSI 330

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.

LSI 384
CAPSTONE IN SPECIAL EDUCATION
The senior capstone is designed to help students integrate the central emphases of liberal studies curriculum into their professional behavior. It will provide prospective educators with opportunities to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to special education. The course is grounded in the School of Education's framework for an urban professional multicultural educator, which also reflects the goals of the Liberal Studies program. COREQUISITE: LSI 385.

LSI 385
STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION
Students will complete 50 days student teaching in two settings with two populations reflecting the diversity covered under the Learning Behavior Specialist I certificate. Seminar focuses on further refinement of professional skills and development of professional portfolio. Open only to those who have applied to and been accepted into student teaching. COREQUISITE: LSI 384

LSI 399
INDEPENDENT STUDY
Independent Study

Latin

Undergraduate Course Descriptions L Latin

LAT 101
BASIC LATIN I
Part one of the three quarter series introduces students to the grammar of classical Latin through readings of the original authors. Emphasis is on morphology, English to Latin composition, Latin dictation, and the terminology of descriptive grammar.

LAT 102
BASIC LATIN II
Students continue LAT 101 by completing their introduction to Latin grammar. Emphasis is on morphology, complex syntax, English to Latin composition, Latin dictation, reading and translation of longer sections of Latin prose.

LAT 103
BASIC LATIN III
Students continue LAT 102 and refine their knowledge of Latin empirically by reading extended passages from selected classical Latin authors. Emphasis is on morphology, review of syntax and prosody.

LAT 113
LATIN FOR READING IV: INTRODUCTION TO LATIN POETRY
Emphasis is on translation of classical Latin poetic authors, together with a grammatical review, attention to prosody and metrics. PREREQUISITES: LAT 101-103 or equivalent.

LAT 114
LATIN FOR READING V: INTRODUCTION TO LATIN PROSE
Emphasis is on translating classical Latin prose authors, together with a grammatical review, attention to prosody and rhetorical figures. PREREQUISITES: LAT 101-103 or equivalent.
LAT 115
LATIN FOR READING VI: LATIN PROSE COMPOSITION
Latin to English translation of selected Latin prose authors is balanced with English to Latin translation. Attention to style, idiom and rhetorical figures as a means toward further mastery of Latin reading skills. PREREQUISITE: LAT 113 or LAT 114.

LAT 197
SPECIAL TOPICS IN LATIN
See schedule for current offerings.

LAT 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

LAT 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

LAT 297
SPECIAL TOPICS IN LATIN
See schedule for current offerings.

LAT 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

LAT 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

LAT 397
SPECIAL TOPICS IN LATIN
See schedule for current offerings.

LAT 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): Permission required.

LAT 399
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair and instructor required.

Latin American & Latino Studies

Undergraduate Course Descriptions

Latin American & Latino Studies

LST 200
FOUNDING MYTHS AND CULTURAL CONQUEST IN LATIN AMERICA (UP: LTN AMER)
This is an interdisciplinary 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.

LST 201
SOCIAL DIVERSITY IN LATIN AMERICA (SELF, SOCIETY AND THE MODERN WORLD)
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, independence and interdependence; development and underdevelopment; revolution 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.

LST 202
CONSTRUCTING 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.

LST 203
CULTURAL STUDIES ACROSS THE AMERICAS
This course introduces students to the major currents and ideas in the critical inquiry of culture. Using a diversity of texts and critical domains, we explore the meaning of culture within the context of cultural studies in the Americas.

LST 243
SURVEY OF LATIN AMERICAN ART [CROSS-LISTED AS ART 243]
This course offers an overview of the principal developments in the history of Latin American art, from prehistoric times to the modern period. The course will view pre-Columbian, colonial and modern Latin American art contextually as artistic traditions are considered in light of major historical changes. (Crosslisted with ART 243)

LST 247
ART OF THE ANCIENT AMERICAS [A&L] [CROSS-LISTED AS ART 247]
This class surveys the art of the ancient Americas (circa 1000BC-1520AD), with a focus on the most artistically significant civilizations of Mesoamerica and South America and some of the difficulties encountered in studying them. Lectures will explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya and Aztec of Mesoamerica, and the Moche and Inca of Peru. Course material will constantly probe the relationship between the visual forms studied and their likely political and/or social function; however, especially because of the scarcity of primary source texts, the class will also regularly raise questions of methodology in pre-Columbian scholarship. Students should emerge from the class with a grasp of the contribution of specific scholars of pre-Columbian art, with an appreciation of some of the problems of its study, and with the understanding of some of the most significant-and heterogeneous-artistic forms from the ancient Americas. Cross-listed as ART 247.

LST 249
MODERN LATIN AMERICAN ART [A&L] [CROSS-LISTED AS ART 249]
This lecture class is a survey of Latin American art created since the Wars of Independence which helped to create the modern nations in the 19th century (i.e. 1820s through the present). Lectures begin with efforts across Mexico, and Central and South America to articulate newly sovereign national identities through visual production. The class will demonstrate, however, that many of these modern artistic forms were held in tension by the complicated relationship that continued between Latin America and the West. Course materials consider, for example, the establishment of European-style academies in the region, as well as the transatlantic movement of art instructors and artists, themselves. Lectures will cover Latin American modernism, surrealism, and social realism, with more focused discussions on some of the most significant movements, like post-revolutionary Mexican mural painting and the radical arts of 1960s Brazil. The class ends with the most contemporary artistic productions, including performance art, to prompt consideration of the position of Latin American art and artists in today’s global, political art world. Cross-listed as ART 249.

LST 290
LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES [X-LSTD AS REL 113] [RD:RT]
An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture. Crosslisted with REL 113.

LST 291
LOOKING FOR GOD IN LATIN AMERICA [CROSS-LISTED AS REL 291] [RD:RT]
An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S. Crosslisted with REL 291.

LST 300
SPECIAL TOPICS IN LATIN AMERICAN STUDIES
SPECIAL TOPICS IN LATIN AMERICAN STUDIES

LST 305
LATINO COMMUNITIES AND SOCIAL ENGAGEMENT
In-depth, critical examination of different Latino communities. Topics include: Mexican-American Community, Puerto Rican Community and Cuban-American Communities.

LST 306
LATINO COMMUNITIES IN CHICAGO
This course studies Latino Communities, focusing on their cultural and historical constructions from a community based learning experience.

LST 307
GROWING UP LATINO/LATINA IN THE U.S. (JR YEAR EXPERIENTIAL LEARNING)
A critical as well as a community based examination of the experiences of growing up as a Latino/Latina person in the United States. (Jr. Year Experiential Learning Service)

LST 308
MOTHERHOOD IN LATINO COMMUNITIES (JR YEAR EXPERIENTIAL LEARNING)
This is an intellectual, as well as a community based exploration of motherhood in Latino communities and the theories of motherhood in feminist criticism throughout Latin America. Other topics: fatherhood, the extended family and the community as family. (Jr. Year Experiential Learning Service)

LST 309
SOCIAL ENGAGEMENT AND LATINO FAMILIES (JR YR EXPERIENTIAL LEARNING: SERVICE)
Social Engagement And Latino Families (jr Yr Experiential Learing: Service)

LST 310
SPECIAL TOPICS: LATINOS IN THE U.S.
SPECIAL TOPICS: LATINOS IN THE U.S.

LST 311
CONTEMPORARY ISSUES AND SOCIAL ENGAGEMENT (JR YR EXPRTL LRNG: SRVC)
Contemporary Issues And Social Engagement (jr Yr Exprtl Lrng: Srvc)

LST 321
GLOBALIZATION IN THE AMERICAS
In this course, we examine the processes of globalization in the Americas. The world seems to be a smaller place--accessible through the internet and global markets--and national borders seem to be more porous than ever before. Various agents--corporations, people, political organizers and organizations--are able to work on a global scale. Many critics argue that globalization has created a larger division between the wealthy and the poor. How has globalization affected the way we live our lives? In this course, we discuss the many debates around globalization and the political situation in Latin America, North America, and the Caribbean as well as the global justice movements that address inequity and injustice. You will become familiar with these debates and their histories, particularly with the growing anti-globalization position taken by many political leaders in Latin America. In this course, you will take a position regarding this contemporary political arena and become well-acquainted with various trends, policies, and activist movements around globalization. You will analyze your place in this political arena and determine how you will negotiate your position. We discuss the impact of various international organizations and trade agreements, from IMF, the World Trade Organization, the UN, the Organization of American States, NAFTA, and the Free Trade Area of the Americas. We will analyze the protest movements in Cancun and Seattle. We look at the increasing tourist apartheid in different parts of the Americas, particularly in the Caribbean. We discuss the impact and organization of international activism from anti-globalization movements to global justice movements. We will discuss and debate strategies for resistance. We access many of these issues through cultural productions (film, tv, advertisements, etc) that address the difficult dilemmas of neo-liberalism (rule of the market).
LST 322
MEXICAN CINEMA
In this course we analyze the history and practice of a national cinema in relation to government film policy, filmmaking practices and programs, intellectual and cultural context, and national and popular concerns. We study various facets of Mexican cinema from conceptions of race/gender/sexuality, major figures of cinema, and the current conditions of Mexican Cinema. We will explore Mexican Cinema in relation to other film industries of the Americas, especially in relation to the United States and Hollywood and to the oppositional political practices of the New Latin American cinema of the sixties and seventies.

LST 336
EXPERIENCING MEXICAN ART
The history of Mexican art in the Modern era. Some sections of this course will engage students in studio problems that address specific issues in the history of Mexican culture.

LST 338
COLONIAL LATIN AMERICAN ART
This course will survey painting, sculpture, architecture, and the decorative arts in the Americas from contact with Europe up through independence movements of the 19th century. Special attention will be given to the intersection of artistic production with broad social, economic and political trends.

LST 348
INDIGENOUS POLITICAL STRUGGLES
This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels.

LST 390
SENIOR SEMINAR (CROSS-LISTED AS SOC 390 & INT 301)
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.

LST 392
INTERNSHIP
INTERNSHIP

LST 394
THESIS
THESIS

LST 395
TRAVEL/STUDY
TRAVEL/STUDY

LST 399
INDEPENDENT STUDY
INDEPENDENT STUDY

Lesbian/Gay/Bisexual/Transgndr

Undergraduate Course Descriptions L Lesbian/Gay/Bisexual/Transgndr

Lesbian/Gay/Bisexual/Transgndr
LGQ 150
INTRODUCTION TO LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER STUDIES [SSMW]
This course will focus on defining this emerging field while giving students some perspective on the history and diversity of LGBTQ communities. It will also help prepare students for study in the various fields covered by the electives required for the minor. The course will be taught by faculty from a variety of disciplines and thus undoubtedly shift emphases somewhat with every offering. Topics will include: introduction to and definition of LGBTQ Studies as a field; historical roots of LGBTQ communities in the US and elsewhere; theoretical models of sexuality and gender; contemporary issues in LGBTQ politics and culture.

LGQ 332
CREATING CHANGE: CONTEMPORARY GLBT POLITICS (CROSS-LISTED AS WMS 332 & PSC 312)
This course explores the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. GLBT groups and individuals are gaining political recognition, challenging institutions, and creating change by asserting claims to rights and protections under law. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture.

LGQ 338
SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW (CROSS-LISTED AS WMS 338)
This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950's, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. The U.S. legal system has reflected a complex set of social and institutional arrangements with regard to sexuality. This course explores the evolution and current construction of these arrangements, how power is allocated and adjudicated, and how law may be used to resist and dismantle pervasive discrimination.

LGQ 397
SPECIAL TOPICS IN LGBTQ STUDIES
See course schedule for current offerings.

LGQ 399
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission.

Liberal Studies in Education

Undergraduate Course Descriptions

Liberal Studies in Education

LSE 201
DIVERSE VALUES AND VOICES IN EDUCATION (SELF, SOCIETY AND THE MODERN WORLD)
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. This course satisfies the self, society, & modern world requirement.
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 & EDUCATION IN WESTERN CULTURE
Religion & Education In Western Culture

LSE 252
INTELLIGENCE, LEARNING AND EDUCATION
Intelligence, Learning And Education

LSE 253
PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE
Psychology Of Sport Behavior And Athletic Performance

LSE 254
THE POLITICS OF EDUCATION (SELF, SOCIETY AND THE MODERN WORLD)
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 256
SCIENCE AND LEARNING
Science And Learning

LSE 258
EDUCATION AND SOCIAL JUSTICE (SELF, SOC & MODERN WRLD)
A variable topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes.

LSE 260
VALUES AND EDUCATION
Values And Education

LSE 263
WELLNESS, SELF AND SOCIETY
Wellness, Self And Society

LSE 264
SPIRITUALITY AND EDUCATION
Spirituality And Education

LSE 274
SCIENCE LITERACY AND PRACTICE
Science Literacy And Practice
LSE 300
EDUCATION AND LITERATURE (ARTS 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 (SELF, SOCIETY AND THE MODERN WORLD)
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 (SELF, SOCIETY AND THE MODERN WORLD)
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 EDUCTION (SELF, SOCIETY AND THE MODERN WORLD)
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
Educational Computing

LSE 380
PHILOSOPHICAL ISSUES IN EDUCATION (PHIL INQUIRY) (PREREQ: PHL 100; SCU 207 RECOMMENDED)
This course is a critical inquiry to major philisophical writings in education. PREREQUISITE(S): PHL 100; SCU 207 highly recommended.

LSE 394
INTERNATIONAL STUDIES IN EDUCATION
International Studies In Education

LSE 395
INTERNATIONAL STUDIES IN TEACHING AND LEARNING
International Studies In Teaching And Learning

LSE 396
INTERNATIONAL FIELD EXPERIENCES IN EDUCATION
International Field Experiences In Education
Lifelong Learning

Undergraduate Course Descriptions

Lifelong Learning

LL 102
L1 / LEARNING ASSESSMENT SEMINAR
Learning Assessment Seminar is the first of the required courses in the Lifelong Learning Area and designed to help students make educational decisions in the context of their educational and personal goals, become well-versed in SNL’s philosophy and competence framework, and make concrete plans for completion of their degree. This course is also the first step toward admission to baccalaureate degree-seeking status within SNL and carries two hours of academic credit. Competence: L-1. Faculty: Staff

LL 104
EXPERIENTIAL LEARNING: READING AND WRITING WITH CLARITY AND FACILITY

LL 105
EXPER LRNG: LISTENING, SPEAKING AND REASONING IN INTELLECTUAL DISCOURSE

LL 120
L6 / LEARNING EVALUATION: MATHEMATICS ANALYSIS
L6 / Learning Evaluation: Mathematics Analysis

LL 123
L7 / EXPERIENTIAL LEARNING EVALUATION: COLLABORATIVE LEARNING
L7 Collaborative Learning. Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

LL 124
EXPERIENTIAL LEARNING EVALUATION
Experiential Learning Evaluation

LL 140
WRITING WORKSHOP
The Writing Workshop will help students be more confident, efficient and effective writers. Each student will work with the instructor to design an individual plan for improving the student's writing and mastery of the writing process. This is a two-credit hour course for which students do not earn a competence. However, if it fits in their plan for improvement, students may use the workshop to work on papers for competence in other courses or through the ILP process.

LL 145
INTENSIVE COLLEGE WRITING
This six credit hour course is held over two consecutive quarters, and require two separate registrations. It is designed for students who need substantial enhancement of their writing skills before progressing further in the program. The course will review the fundamentals of college level writing with the goal of students being able to write clearly and fluently. Students who are required to take this course must complete it before taking Foundations of Adult Learning. Intensive College Writing For the first quarter, register for the course titled, Intensive College Writing, for two credit hours. If you are taking this course at the Loop campus, you must register again next quarter for the continuation of this course with the same instructor. This continuation of the course equals four credit hours. If you are taking this course at a suburban campus, you must register again next quarter for any College Writing course. College Writing equals four credit hours. At the conclusion of the second quarter at all campuses, the competence will be awarded. Competence: L-4. Faculty: Michelle Mohr; William Muller
INTENSIVE COLLEGE WRITING II
This course will meet over two quarters, and require two separate registrations. For the first quarter, register for the course titled, Intensive College Writing, for two credit hours. Next quarter, you must register again for the continuation of this course titled, Intensive College Writing II with the same instructor. This continuation of the course equals four credit hours. At the conclusion of the second quarter, the competence will be awarded. BA-1999 Competence: L-4. Pre-1999 Competence: LL-4

COLLEGE WRITING
In this required course, SNL students focus on writing skills associated with effective performance in a variety of settings. Students will review and practice the essentials of good writing by building on their particular strengths and improving areas of difficulty. In addition to receiving individual feedback and guidance from the instructor, students learn to give feedback on writing to one another. This is a Pass/Fail class. However, you have the option of taking the course for a letter grade. If you wish to take the course for a letter grade, you must inform your instructor in writing by the end of the second week of class. Once you commit to taking the course for a letter grade, you cannot switch back to Pass/Fail. Pre-requisite required: successful completion of Learning Assessment Seminar. Competence: L-4. Faculty: Staff

CRITICAL THINKING TRUMAN BRIDGE
In this required course, students are introduced to the basic concepts behind the skills of effective listening, dynamic thinking, and persuasive argumentation and have an opportunity to practice these skills within an active and experiential context. Through peer and small group activities, problem-based exercises, and self-evaluation skills, students will develop effective habits of thinking that can be employed in subsequent learning experiences. Competences: L5, H1I. Faculty: Michelle Navarre Cleary

APPLIED WRITING
In this required course within the Weekend College, SNL students focus on writing skills associated with effective performance in a variety of settings. Students will review and practice the essentials of good writing by building on their particular strengths and improving areas of difficulty. In addition to receiving individual feedback and guidance from the instructor, students learn to give feedback on writing to one another. This course carries four hours of academic credit. Pre-’99 Competence: LL-4. BA’99 Competence: L-4. Faculty: Staff

APPLIED CRITICAL THINKING
In this required course in the Weekend College of the Pre-’99 Program, SNL students are introduced to the basic concepts behind the skills of effective listening, dynamic thinking, and persuasive argumentation and have an opportunity to practice these skills within an active and experiential context. Through peer and small group activities, problem-based exercises, and self-evaluation skills, students will develop effective habits of thinking that can be employed in subsequent learning experiences. This course carries four hours of academic credit. Pre-’99 Competence: LL-5. Faculty: Staff

CRITICAL THINKING
In this required course, students are introduced to the basic concepts behind the skills of effective listening, dynamic thinking, and persuasive argumentation and have an opportunity to practice these skills within an active and experiential context. Through peer and small group activities, problem-based exercises, and self-evaluation skills, students will develop effective habits of thinking that can be employed in subsequent learning experiences. This course satisfies the L5 competence and carries four hours of tuition credit

COLLEGE WRITING: BRIDGE
In this course students will focus on developing writing, critical reading and analysis skills. Students will review and practice the essentials of good writing by building on their particular strengths and improving areas of difficulty. Students will receive individual feedback and guidance from faculty on grammar, idea development, organization, using sources to formulate arguments, and students will learn to give feedback on writing to one another. This course will give students the opportunity to practice several types of writing including journals, essays and research papers. In this class, students will have the opportunity to practice each of these assignments while improving control over the mechanics and process of writing. Particular
emphasis will be given to the process of revision as students learn to refine and develop their writing. The class assumes a basic understanding of English grammar and composition. Competences: L4 (required), A1A, A1X. Faculty: Staff

LL 157
COLLEGE WRITING ON THE INTERNET
This section of College Writing is a special Internet-based course designed to help students strengthen their reading and writing skills and prepare them for the extensive writing required at SNL. As in all College Writing courses, students will critically read various academic and popular articles and use those sources for various assignments, including multi-draft papers. However, unlike other College Writing courses, all papers and assignments will be exchanged via email. Voluntary class meetings will not substitute for the required electronic submissions of assignments every week. This course will have a Web site to help guide students and the assigned readings for the course will be found at various Web sites. Prerequisites: Students must obtain their own Internet account prior to the beginning of this course. Students should also have "strong" word processing skills; familiarity with email and the World Wide Web would be helpful but is not required. All papers and assignments will be exchanged electronically. Students will be required to access their accounts at least twice a week to read email, submit assignments and receive feedback and comments. Pre-‘99 Competence: LL-4. BA‘99 Competence: L-4. Faculty: Eric Martin; Tom Sullivan

LL 158
COLLEGE WRITING: FOCUS ON CULTURE

LL 160
ACADEMIC WRITING
This is a five-week, two-credit course that satisfies the L4 competence and meets every other week in an SNL Learning Cluster.

LL 162
COLLEGE WRITING FOR BUSINESS AND CULTURE
This new Truman Bridge course deals with the methods, principles, and practice of college writing, while giving students an opportunity to write papers that address specific cultural issues, many of which may relate to students' professional aspirations. The course may be taken for a maximum of two competencies, one of which MUST be L-4 or LL-4. Instructor: Rita Thomson. Wednesdays, 6 - 9 pm. 15 sessions. First 7 meetings at Truman College, as follows: 1/9, 1/16, 1/23, 1/30, 2/6, 2/13, 2/20. Final 8 meetings at SNL, Loop Campus, as follows: 2/27, 3/6, 3/13, 3/20, 3/27, 4/3, 4/10, 4/17. Pre-1999 Competencies: LL-4, HC-F, WW. BA-1999 Competencies: L-4, H-1-X, H-3-X, F-X.

LL 170
COLLEGE WRITING AND CRITICAL THINKING
During the first half of class, students will develop the skills necessary to read in an evaluate manner, and, through an interrelated process, develop the skills necessary for clear, fluent, and expressive writing by performing assignments related to invention, thesis and paragraph construction, revision, and grammar. To demonstrate and refine such skills, students will write a narrative essay and an informative essay (3-4 pgs each) and will post weekly responses to reading assignments on BlackBoard. During the latter half of class, although writing and grammar exercises will still be utilized, students will focus on developing critical thinking skills related to logic, argumentation, and accurate analysis of information. To demonstrate and refine such skills, students will be asked to write a persuasive paper (5-7 pgs) and will post weekly responses to reading assignments on BlackBoard.

LL 200
INDEPENDENT STUDY: LIFELONG LEARNING
Independent Study: Lifelong Learning

LL 205
QUANTITATIVE REASONING
This course provides an introduction to various topics in quantitative reasoning that most adults will be exposed to throughout their university course work, their careers and their daily lives and how to more effectively handle these topics. It covers different approaches to problem solving, how numbers are used in the real world, how to manage your personal finances, basic concepts in statistics and how they are applied in everyday settings and, finally, how money and populations grow and decay. Scientific calculators and the Excel spreadsheet program will be used as tools for exploring algebraic and statistical concepts. Excel spreadsheets and charts are used extensively to illustrate graphically how to display, analyze and interpret
data. Using mathematical models to understand real-world phenomena and to make predictions is an important component of the course. Access to a PC and the Internet is required. Students must use a website that does not work with Apple computers. Quantitative reasoning will be a large part of the class discussion.

Competence: L6

LL 210
RAISING CHILDREN IN THE 21ST CENTURY
This course examines the changing life challenges faced by children and adolescents, e.g., parent-child, school work, dating, leisure time, drugs, etc., over recent past decades. However, this historical context mainly provides a framework for engaging the significant challenges children and adolescents face today. This includes home, school, and society. This course will then turn to how adults relate to their own children and devise strategies that help them develop a positive environment where the child can develop and achieve a sense of self-dependency and social contribution. Competences: L-7, A-3-G, H-3-X, F-X Faculty: Tranita Jackson

LL 250
FOUNDATIONS OF ADULT LEARNING
In this required course, the instructor becomes the students' Faculty Mentor for the duration of their academic programs. During this course, students learn how to submit learning from experience for competencies. They complete a plan to achieve their learning and professional goals, and also begin work on a reflective portfolio in the Lifelong Learning Area that they will complete at their Last Committee Meeting. Students are encouraged to take this course early in their program. Prerequisite: Successful completion of Learning Assessment Seminar and approval for registration. This course satisfies two competencies and carries six hours of tuition credit. Competencies: L2, L3.

LL 288
COLLABORATIVE LEARNING
Late in the 19th century, an English magazine ran a series of articles highlighting passages of prose and verse selected by leading authors of the time. This series provides a clear view of the opinions of this group of writers and provides an opportunity for us to make a comprehensive study of their perspective. Each student will research, edit, write and help create a class project that produces a monograph, a book, on this subject. This course will run over two quarters. Work in the first quarter will prepare for the creating, writing, and revising of the book. Pre-’99 Competencies: HC-H, AL-1, AL-H, AL-L, LL-4, LL-6, LL-8. Faculty: Harvey T. Lyon

LL 300
RESEARCH SEMINAR
This required course fulfills two competencies and carries six tuition hours. Students will learn to pose questions and use methods of formal inquiry to answer questions and solve problems as preparation for their Externship and Advanced Project. The instructor selects a topic around which to organize the course. The topic is broad enough to allow students to pursue research in areas of interest, while providing a common reference point for class discussion. Prerequisite: Students must complete Foundations of Adult Learning, College Writing and Critical Thinking prior to registration. Competencies: L8, L9.

LL 302
EXTERNSHIP
Externship is a required course in which SNL students design and execute an independent study project, guided by their academic committees, which engages them in learning under new conditions and in reflecting on the methods of independent learning used. Externship competencies can also be satisfied by certain SNL courses (see below). Externship is aimed at developing new skills relevant to student's educational goals. Externship carries four hours of tuition credit. Students register by submitting a completed paper registration form listing `Externship' and the name of their faculty mentor. Registration numbers are not required. Prerequisite: Successful completion of Research Seminar is required prior to registration. Competence: L10, L11.

LL 303
MAJOR PIECE OF WORK
This required course is a problem-solving experience which represents the culmination of an SNL student's learning in a specific area. Students, guided by their academic committee, design and execute an independent project which demonstrates the integration of theory and practice, and the ability to pursue and document avenues of inquiry with excellence. * Successful completion of Major Seminar is required before registration. Major Piece of Work carries six hours of academic credit. Students in the Pre-’99 Program register for LL-8, and a pair of capstone competencies in the same domain: HC-9, HC-10, AL-9, AL-10, PW-9, PW-10, WW-9, WW-10. BA'99 Competencies: F-11, F-12.
LL 304
FINAL EVALUATION AND SUMMIT SEMINAR
This required course is the final requirement completed by SNL students to earn their degree. Primary purposes are to 1) bring appropriate and reflective closure on the SNL experience; 2) enable students to celebrate and share their work with others who have accomplished goals and projects; and, 3) reflect upon the overall SNL experience, its developmental effect, its contribution to lifelong learning, and the transferable skills, attitudes, etc. that were developed as a result of the SNL experience. * Students must be approved to register for Summit Seminar by their academic committee upon successful completion of all degree requirements. Summit Seminar carries four hours of academic credit for Pre-‘99 and a fee for BA‘99. Pre-‘99 Competencies: LL-9 & LL-10. BA‘99 Competencies: L-12. Faculty: Staff

LL 315
ADV ELECT SEMINR: UTOPIA, MILLENNIUM, & APOCALYPSE: VISIONS OF HUMAN DESTINY FROM BIBLE TO HOLLYWOOD
Though usually associated with a sub-culture of palm readers, ouija boards, tarot cards, and crystal balls, predicting the future is a lot more than just a parlor trick or confidence game. In fact it is a serious imaginative and intellectual activity that has engaged the talents of many of the world's greatest writers, thinkers, and filmmakers. In this course students will review and analyze a selection of representative works of "futurology" and visionary imagination both old and new - from the apocalyptic prophecies of the Bible to the end-of-the-world scenarios typical of Hollywood sci-fi. While viewing or reading these works, students will also compare and evaluate various theories of world history as they seek to answer the question: Is it actually possible - by combining imagination, reason, and established methods and principles of scientific history - to predict the future course of civilization? Course materials will include the novel Brave New World by Aldous Huxley as well as films by Kubrick and Spielberg. Prerequisite: Please Note: Students taking the course for E1, E2, or pre-1999 capstone credit must have completed Research Seminar. Faculty: David Simpson

LL 350
CAPSTONE SEMINAR
Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Pre-1999 students will address one set of capstone competencies of their choice (HC-9, HC-10; PW-9, PW-10; or AL-9, AL-10). BA-1999 students may address the Advanced Electives (E-1, E-2). Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. * Successful completion of Major Seminar or Research Seminar is required to register.

LL 390
SUMMIT SEMINAR
This required course is the final requirement completed by SNL students to earn their degree. Primary purposes are to 1) bring appropriate and reflective closure on the SNL experience; 2) enable students to celebrate and share their work with others who have accomplished goals and projects; and, 3) reflect upon the overall SNL experience, its developmental effect, its contribution to lifelong learning, and the transferable skills, attitudes, etc. that were developed as a result of the SNL experience. * Students must be approved to register for Summit Seminar by their academic committee upon successful completion of all degree requirements. Summit Seminar carries four hours of academic credit for Pre-1999 and a fee for BA-1999. Pre-1999 Competencies: LL-9 & LL-10. BA-1999 Competencies: L-12. Faculty: Staff

LL 30
ADMISSION FEE ASSESSMENT
Admission Fee Assessment

LL 50
ACTIVE STATUS CONTINUATION
Active Status Continuation

LL 60
PROFICIENCY EXAMINATION FEE ASSESSMENT
Proficiency Examination Fee Assessment

LL 61
WRITING PROFICIENCY EXAM FEE ASSESSMENT
Writing Proficiency Exam Fee Assessment
CRITICAL THINKING PROFICIENCY EXAM FEE ASSESSMENT
Critical Thinking Proficiency Exam Fee Assessment

MATH/ALGEBRA PROFICIENCY EXAM FEE ASSESSMENT Math/Algebra Proficiency Exam Fee Assessment

S5 PROFICIENCY EXAM FEE ASSESSMENT
S5 PROFICIENCY EXAMINATION FEE ASSESSMENT

LEARING ASSESSMENT SEMINAR AUDIT FEE

LIFE EXPERIENCE ASSESSMENT
Life Experience Assessment
MGT 202
MAKING SENSE OF MANAGERIAL DATA (PREREQUISITE(S): BMS 142 OR EQUIVALENT)
This course is designed to encourage and enable students to thinks creatively and critically about data
analysis as a tool in managerial decision making. Today organizations are swamped with data, however
making the most effective and efficient use of that data is a continuing challenge. This course will provide
students an opportunity to practice some of the skills associated with turning data into useful information for
sound managerial decision making. (PREREQUISITE(S): BMS 142 OR EQUIVALENT)

MGT 219
FOUNDATIONS OF BUSINESS THOUGHT (SELF, SOCIETY AND THE MODERN WORLD)
A journey through the ages of written business history. This course traces the major ideas that writers,
philosophers, and economists presented that helped construct the world of commerce. The course discusses
readings from Plato, Aristotle, Confucius, Ben Franklin, Emerson, Thoreau, Sun Tzu, Carnegie, Marx, and Henry
Ford, among others.

MGT 228
BUSINESS, ETHICS, AND SOCIETY [RD:RQ] [CROSS-LISTED WITH REL 228][PREREQ(S): ENG 103]
This course will examine the nature and purpose of economic life and contemporary commerce as understood
from the perspective of religious and secular communities, as well as the ethical implications that flow from
the various worldviews. Sections of the course critically examine the thought of different religious traditions
on specific business-related issues, placing a variety of religious discourses into direct conversation with
secular voices regarding ethical business conduct.Cross-listed as REL 228. Prerequisite(s): ENG 103.

MGT 248
BUSINESS ETHICS (PHIL INQUIRY)(CROSS-LISTD W/PHL 248)
An examination of various ethical and moral issues arising in contemporary business and its activities which
affect our society and the world.

MGT 300
MANAGERIAL CONCEPTS AND PRACTICES I (PREREQ: ACC 101 & 102, BMS 142 or equivalent & ECO 105 & JR
STND
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(S): ACC 101, ACC 102, BMS 142 or equivalent & ECO 105 and Junior
Standing

MGT 301
MANAGERIAL CONCEPTS AND PRACTICES II (PREREQ: BMS 142, ECO 105 & MGT 300.)
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(S): BMS 142, ECO 105 & MGT
300.

MGT 302
ORGANIZATIONAL BEHAVIOR (PREREQUISITE: MGT 300)
Organizational Behavior. This course focuses on the nature and consequences of human behavior in
Organizational Behavior. This course focuses on the nature and consequences of human behavior in the organization is dependent upon understanding 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(S): MGT 300.

MGT 307
HUMAN RESOURCES MANAGEMENT

MGT 315
MANAGEMENT SCIENCE (PREREQUISITE(S): MGT 301)
Management science involves the use of quantitative models to support decisions faced by managers. Topics include model formulation, linear, non-linear and integer programming, transportation, transshipment and assignment formulations, network flow, decision analysis, and multicriteria decision making. Spreadsheet and other software packages will be used to model, solve, and analyze these problems. (PREREQUISITE(S): MGT 301)

MGT 320
TRAINING AND CAREER DEVELOPMENT (PREREQUISITE: MGT 307)
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(S): MGT 307.

MGT 322
THE MANAGEMENT & MEASUREMENT OF QUALITY (PREREQUISITE: MGT 301)
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(S): MGT 301.

MGT 323
PRINCIPLES OF PURCHASING MANAGEMENT (PREREQUISITE: MGT 301)
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(S): MGT 301.

MGT 330
RECRUITMENT AND SELECTION (PREREQUISITE: MGT 307)
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(S): MGT 307.

MGT 335
COMPENSATION (PREREQUISITE: MGT 307)
Compensation. Pay and benefit practices including job evaluation, salary structures, salary surveys, performance-based pay, and employee benefits. The objective of this class is to help future line managers and human resource department staff members understand how to link reward programs to business strategy, how to use such programs to motivate and retain employees, and how to design and evaluate such programs. Theory and practice are combined in practical projects. PREREQUISITE(S): MGT 307.

MGT 340
LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
A framework of leadership and coaching is utilized to critically examine the effectiveness of several sports' coaches and their leadership/coaching styles, as they motivate players to achieve their maximum level of performance. Lessons from leading sports' coaches are then applied to the workplace, where managers motivate employees to perform to their potential. The course also highlights the importance of unique situations in both the sports and workplace arenas. Major topics to be covered include roles of coaches and
players, skills of coaching, coaching teams, and “flow” in sports and organizations. The course format is largely discussion-based, and group and individual papers are required. There are videos, guest speakers, and field trips.

MGT 345
SERVICE SECTOR MANAGEMENT (PREREQUISITE: MGT 301)
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(S): MGT 301.

MGT 357
INTERNATIONAL BUSINESS (PREREQUISITE: MGT 300)
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(S): MGT 300.

MGT 360
LEADERSHIP (PREREQUISITE: MGT 300)
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(S): MGT 300.

MGT 361
ORGANIZATIONAL DEVELOPMENT (PREREQUISITE: MGT 300)
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(S): MGT 300.

MGT 370
BUSINESS PLAN DEVELOPMENT (PREREQUISITES: MGT 300 AND MGT 301)
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. PREREQUISITE(S): MGT 300 & MGT 301.

MGT 373
CREATIVITY & ENTREPRENEURSHIP (PREREQUISITE: MGT 300)
This course will provide an overview of the opportunity recognition and evaluation process by examining how people, the industry, and the social environment interact to identify, create and shape entrepreneurial opportunities. The focus of this course is on creativity and innovation within an entrepreneurial context. Students learn creative tools and applications to assist in designing new business ideas and ventures. (PREREQUISITE: MGT 300)

MGT 393
MGT 393
INTERNSHIP AND MANAGEMENT CONSULTING PROGRAM (PREREQUISITES: MGT 300 & PERMISSION) (JR YR EXP LRNG)
Internship and Management Consulting Program. Students encounter real work experience improving linkages between classroom efforts and the business world. PREREQUISITE(S): MGT 300 and Permission Required.

MGT 398
SPECIAL TOPICS
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(S): As listed in class schedule.

MGT 399
INDEPENDENT STUDY (PREREQ: WRITTEN PERMISSION OF FACULTY SUPERVISOR, CHAIR AND DIRECTOR)
Independent Study. Available to students of demonstrated capability for intensive independent work in management. PREREQUISITE(S): Written permission of supervising faculty member, chair, and director of undergraduate programs is required prior to registration.

Management Information Systems

Undergraduate Course Descriptions Management Information Systems

Management Information Systems

MIS 130
INTRODUCTION TO INTERACTION TECHNOLOGY
Introduction to Information Technology is designed to familiarize students with computing and communication technology as it is used in the business environment. Hands-on instruction covers the use of personal productivity tools and internet publishing.

MIS 340
MANAGEMENT INFORMATION SYSTEMS (PREREQ(S): SOPHOMORE STANDING)
Management Information Systems addresses how information technology is used to support business operations and management. Topics include strategic uses of IT, databases and data warehouse, decision support and artificial intelligence, e-commerce, systems development, IT infrastructure, security, emerging trends, social, ethical and legal considerations. Prerequisite: Sophomore Standing.

MIS 360
SYSTEMS ANALYSIS AND DESIGN (PREREQUISITE(S): IT 130)
This is a course in object-oriented systems analysis and design using UML. Students cover activity, use-case, class, sequence, state chart, and other UML diagrams. They also cover requirements analysis, GUI and infrastructure design along with project size and complexity estimating using Function Point Analysis. Prerequisite: IT 130

MIS 362
INFORMATION SYSTEMS PROJECT MANAGEMENT (PREREQUISITE(S): MIS 360)
The course covers IS project management concepts, techniques, tools, issues, roles and responsibilities of project leaders. Topics include, but not limited to, resource allocation, scheduling, budgeting, monitoring, controlling, Gantt chart, precedence analysis, PERT, and CPM. Students are exposed to Microsoft Project. Prerequisite(s): MIS 360

MIS 364
KNOWLEDGE MANAGEMENT (PREREQUISITE(S): MIS 340)
This course covers the process of building a knowledge architecture, components of the knowledge architecture, knowledge types, knowledge acquisition, and approaches to managing knowledge. It will also focus on techniques for building road maps used to find employee information stored in the knowledge base such as job descriptions, skills, past projects and employment experience. Prerequisite(s): MIS 340
MIS 366
INTERNET TECHNOLOGIES IN BUSINESS (PREREQUISITE(S): IT 130)
The course will be an introduction to internet technologies with particular focus on World Wide Web and e-business applications. Topics include internet technology application framework, attributes of e-business applications, client and server side processing, web servers, Java, J2EE and Microsoft's .NET, accessing enterprise data, HTTP security, certificates and CA, XML and e-business integration, latency and workload management, and wireless access. Students will work in groups and will be required to do one design proposal and make one presentation using Visio. Prerequisite: IT 130

MIS 370
DATABASE MANAGEMENT SYSTEMS DESIGN AND DEVELOPMENT (PREREQUISITE(S) MIS 340)
The course covers such topics including, but not limited to the following: entity relationship modeling, normalization, Structured Query Language, database design principles, data warehousing techniques and database administration. Students will complete assignments in SQL and a group term project using Microsoft Access. Prerequisite: MIS 340

MIS 398
SPECIAL TOPICS
Special Topics

Marketing

Undergraduate Course Descriptions Marketing

Marketing

MKT 202
QUANTITATIVE METHODS IN MARKETING (PREREQUISITE(S): BMS 142 OR EQUIVALENT)
This course explores quantitative techniques commonly used in business to aid in management decision making. It explores the concepts which underlie techniques and provides skills to understand and manipulate data using spreadsheet software. It reviews most commonly used statistics and shows how to calculate Bdi and Cdi. It demonstrates quality control processes which include Pareto analyses. It delineates pricing strategies and formulas and calculates margins and mark-ups.

MKT 301
PRINCIPLES OF MARKETING (FORMERLY MKT 200) (PREREQUISITE(S): JUNIOR STANDING)
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. PREREQUISITE(S): Junior Standing.

MKT 305
INTRODUCTION TO MARKETING RESEARCH (FORMERLY 300) (PREREQ(S): MKT 202, MKT 301 & BMS 142 OR EQUIV)
Introduction to Marketing Research. Course focuses on how to match research design (exploration, surveys, observation and experiments) with an organization's marketing problems. You will learn how to: design questionnaires, collect and analyze survey data, prepare and conduct focus groups and design experiments. Some knowledge of statistics required. PREREQUISITE(S): MKT 202, MKT 301 & BMS 142 OR EQUIVALENT

MKT 310
CONSUMER BEHAVIOR (PREREQ: MKT 301)
An analysis of the environmental, social and psychological factors that influence an individual's consumer decisions. Specific areas studies will be consumer motivation, attitudes, learning and decision processes, as well as lifestyles, reference groups, communication and cultural influences. PREREQUISITE(S): MKT 301. Offered every term.
MKT 315
STRATEGIC TOOLS FOR MARKETERS (PREREQ(S): MKT 202 & MKT 301)
This course provides depth of knowledge in the understanding and application of important and relevant concepts in marketing such as environmental analysis, market segmentation, market demand forecasting, product positioning, promotion budget setting, pricing, distribution management, marketing performance assessment, and customer relationship management. PREREQUISITE(S): MKT 202 & MKT 301.

MKT 320
PRINCIPLES OF ADVERTISING (PREREQUISITE(S): BMS 142 & MKT 310)
Principles of Advertising. Development of an understanding of the principles, processes, and methods employed in advertising and sales promotion of products and services directed toward consumers, business, and intermedia. Discussion will involve understanding the behavior of the target audience, developing advertising, budgeting for advertising, creating the message and media strategy, and measuring the effectiveness of the advertising program. PREREQUISITE(S): BMS 142 & MKT 310

MKT 331
RETAIL MANAGEMENT (PREREQ: MKT 310)
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(S): MKT 310

MKT 340
MARKETING ACROSS CULTURES: CULTURAL PERSPECTIVE ON LATIN MARKETS (PREREQ(S): MKT 301)
The course is designed to challenge students to think critically about culture and international marketing, with an emphasis and perspective on Latin America. The course is structured to examine cross-cultural and intercultural approaches that intertwine with the international business environment and the impact that both have on the marketing of goods and services. PREREQ(S): MKT 301

MKT 341
INTEGRATED MARKETING COMMUNICATIONS FOR HISPANIC MARKETS PREREQ(S): MKT 301
In this course students will get an overview of the salient principles of integrated marketing communications and how these are to be applied to marketing to the 40B+ Hispanics in the US. Furthermore, the course will focus on the application of integrating marketing principles to this increasingly complex and fragmented market. The course includes an overview of the Hispanic markets, media environment, and the tools available for designing integrated marketing communications programs, including promotions. The course structure will include discussion of statistical reports, case studies, exercises, experiences and guest lectures. Real-life cases will be studied in the class with students delivering a mini-advertising/IMC plan at the end of the course. PREREQ(S): MKT 301

MKT 352
NEW PRODUCT MANAGEMENT (PREREQUISITE(S): MKT 305 & MKT 310)
The evolution of products and product lines serving the consumer and product management as a competitive strategy. Responsibilities and organization of the product manager system in different industry settings. PREREQUISITE(S): MKT 305 & MKT 310.

MKT 356
MARKETING ANALYSIS AND PLANNING (PREREQ(S): ADMISSION INTO IME PROGRAM & DEPT. PERMISSION)
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. Emphasis is placed on teamwork and effective communication in oral and written presentation. Students will learn to analyze a firm's industry and competition as well as how to identify a target market and position a product. Milestones will include the preparation and presentation of the situation analysis elements of a marketing plan, as well as a presentation to the client company. 8 quarter hours. Offered every Autumn. PREREQUISITE(S): Admission into the IME program and departmental permission

MKT 357
MANAGEMENT OF MARKETING (PREREQ(S): ADMISSION INTO IME PROGRAM & DEPARTMENTAL PERMISSION)
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,
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. PREREQUISITE(S): Admission into the IME program and departmental permission

MKT 358
MARKETING IN A GLOBAL ENVIRONMENT (PREREQ(S): ADMISSION INTO IME PROGRAM & DEPARTMENTAL PERMISSION)
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. PREREQUISITE(S): Admission into the IME program and departmental permission

MKT 359
ADVANCED MARKETING MANAGEMENT (PREREQUISITE(S): MKT 310)
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. PREREQUISITE(S): MKT 310 Offered every term.

MKT 360
INTERNATIONAL MARKETING (PREREQ: MKT 310)
International Marketing. Forces that shape international trade and strategies open to the marketing executive; major decisions and problems are reviewed. Offered variably. PREREQUISITE(S): MKT 310.

MKT 365
BUSINESS TO BUSINESS (FORMERLY INDUSTRIAL MARKETING) (PREREQ: MKT 310)
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, services and channel relationships are examined through lectures, cases and projects as applicable. PREREQUISITE(S): MKT 310.

MKT 370
PERSONAL SELLING (PREREQ: MKT 310)
Personal Selling. Application of the behavioral sciences to personal selling; new perspectives on the personal selling process. PREREQUISITE(S): MKT 310.

MKT 376
EFFECTIVE BUSINESS COMMUNICATION
This course is designed to expand the participant's communication skills through the application of the principles of communication science and the psychology of persuasion in a contemporary business setting. Students are shown how to develop successful communication and message packaging strategies useful in a variety of communication venues including: memos, meetings, briefings, interviews and individual and team presentations. Oral presentations and written communication techniques are explored including use of visuals, computer graphics, and layout techniques. The mechanisms of Speech Apprehension (stage fright) are presented as well as techniques for management and reduction of this common, debilitating phenomenon. Personal ethics and credibility are explored as important components of effective communication, both individually and as part of a team.

MKT 377
FUNDAMENTALS OF SALES & NETWORKING
In the current business environment, companies can only cut expenses to a certain extent and, for this reason, are focusing their efforts on recruiting well-trained and refined sales professionals that generate substantial revenue. This course is designed to expose students to the energy, decorum, techniques and methods of superior selling sought after in today's business environment. Coursework will examine networking techniques and ways in which to identify high-potential opportunities. Application of techniques is crucial to
learning this material, therefore students will be given the opportunity to implement learned techniques via real-world selling activity.

MKT 378
SALES STRATEGY & TECHNOLOGY (PREREQUISITES: MKT 301, MKT 310, AND EITHER MKT 376 OR MKT 377)
Students taking this course will be provided with a comprehensive understanding of sales strategy and an appreciation of sales technology used today to optimally organize and deploy sales resources. At the heart of this course is an introduction to the principles of customer relationship marketing and customer acquisition programming. Students will learn via lecture, text, guest lecturers, exposure to the latest technological tools and current case study. This course will benefit participants by providing a true perspective as to what role sales plays today and will play in the future of customer-centric organizations. (PREREQUISITES: MKT 301, MKT 310, AND EITHER MKT 376 OR MKT 377)

MKT 379
LEADERSHIP IN SALES ORGANIZATIONS (PREREQUISITES: MKT 301, MKT 310 AND EITHER MKT 376 OR MKT 377)
The role of the sales organization within companies today is varied in both its structure and the level of contribution to an organization's success. Students who take this class will study the overall company, marketing, and sales organizations of three major corporations in different industry business segments. Learning will occur by exposure to the top executives of the corporation to understand their position in the industry, and by working with their marketing and sales personnel to gain a perspective on the synergistic relationship between the marketing and sales organizations-as well as understanding the role and importance of the sales organization to the company's bottom line. (PREREQUISITES: MKT 301, MKT 310 AND EITHER MKT 376 OR MKT 377)

MKT 380
STRATEGIC FRAMEWORK FOR TARGETING RETAIL CONSUMERS
Students are introduced to concepts of the retail business model which include: identifying the target consumer and market, development and implementation of merchandising plans, interaction with supply chains, management of human resources and the financial implications of decisions at the corporate and store levels.

MKT 390
SERVICE MARKETING (PREREQ: MKT 310)
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(S):MKT 310.

MKT 393
MARKETING INTERNSHIP (PREREQ(S): MKT 301 AND DEPARTMENT CONSENT) (JR YR EXPERIENTIAL LEARNING)
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. Student will work for and study the marketing operation of the firm. 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. MKT 393 qualifies for the junior year experiential learning requirement. PREREQUISITE(S):MKT 301 and coordinator approval

MKT 395
INTERACTIVE/INTERNET MARKETING (PREREQ(S): MKT 301, 305, 310)
Interactive/Internet Marketing. The course provides an introduction to Interactive/Internet marketing methods and high-level insight into the technology challenges that the respective marketing effort presents. Business to Business and Business to Consumer examples and strategies will be explored in a variety of vertical markets (e.g. financial services, technology, retail, catalog, manufacturing, health care, hospitality and entertainment, automotive, government). Impact on an organization's value chain will be identified. Wireless and Radio Frequency Identification Chip technology will be discussed. Global, privacy (including legislation challenges) and ethical issues will be introduced. Format will include lecture, Web browsing, student presentations, student web site evaluations, student journal maintenance, quizzes, analysis and strong emphasis on discussion. A web integrated marketing strategy paper will be developed incorporating all concepts and experiences. PREREQUISITE(S):MKT 301, 305, and 310.
MKT 398
SPECIAL TOPICS
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.

MKT 399
INDEPENDENT STUDY (PREREQ: WRITTEN PERMISSION OF FACULTY SUPERVISOR, CHAIR, AND DIRECTOR)
Independent Study. Available to students of demonstrated capability for intensive independent work in marketing. PREREQUISITE(S): Written permission of supervising faculty member, chair and director of undergraduate programs is required prior to registration.

Mathematical Sciences

MAT 101
INTRODUCTION TO COLLEGE ALGEBRA (MATHEMATICS PLACEMENT TESTS NEEDED)
Recommended for students who require preparation for Mathematics 130, for Statistics 242 or for Interdisciplinary Studies 120. Number systems, solutions of equations and inequalities, coordinate systems, graphing, polynomial and rational expressions, exponents, and radicals. PREREQUISITE(S): A passing score on the Basic Algebra Test and recommendation based on the Mathematics Diagnostic Test.

MAT 106
MATHEMATICAL IDEAS
A practical, application-based course directed primarily toward non-math and non-science majors who need a better mathematical background. The course provides an opportunity to expand mathematical knowledge by exploring various areas of mathematics. Topics include geometry, number theory, logic, numeration systems, counting methods, set theory and more.

MAT 107
NATURE OF MATHEMATICS
Designed for non-science and non-mathematics majors, this course provides opportunities to expand mathematical experience while exploring a variety of mathematical areas. Students develop critical thinking skills, such as logical and abstract reasoning, and use powerful mathematical ideas to analyze and solve problems. Topics include cryptography, problem solving, counting methods, probability, and Game Theory.

MAT 109
FINITE MATHEMATICS
Mathematical topics for students interested in business and social sciences, including logic, probability, matrix theory, and linear programming. Preparation for statistics and computer studies. PREREQUISITE(S): MAT 101 or placement by the Mathematics Diagnostic Test.

MAT 110
FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS I (PREREQ(S): MAT 101 OR ISP 120)
Problem solving, sets, functions, numeration systems, properties of integers and rational numbers and basic number theory. PREREQUISITE(S): A passing score on the Computational Skills Test and MAT 101, ISP 120 or a sufficient score on the Mathematics Diagnostic Test.

MAT 111
FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS II (PREREQ(S): MAT 110)
Statistical graphs, measures of central tendency and variation, basic notions of geometry, linear measure, angles, areas of polygons and circles, the Pythagorean theorem, surface area, volume, basic probability, and using algebra as a problem-solving tool. PREREQUISITE(S): MAT 110.
MAT 112
GAMBLING AND GAMES, PROBABILITY AND STATISTICS [PREREQ(S): WRC 104]
Students with very little mathematical background and little or no computing background will be given a brief introduction to the use of Microsoft Excel for mathematical purposes. This will be followed by a brief discussion of chance, gambling, and probability. Several popular games (such as lotteries, roulette, craps, and poker) will be considered both from a theoretical point of view and by means of very simple computer simulation. At the end, we will discuss briefly topics from game theory such as zero-sum games and game with cooperation. Prerequisite(s): WRC 104.

MAT 115
MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS III (PREREQ(S): MAT 111)
Continuation of Math 110-111. PREREQUISITE(S): MAT 111.

MAT 130
COLLEGE ALGEBRA AND PRECALCULUS (PREREQ(S): MAT 101 OR DIAGNOSTIC TEST)
Functions, inverse functions, graphing, linear and quadratic functions, radicals and exponents, exponential and logarithmic functions. PREREQUISITE(S): MAT 101 or placement by the Mathematics Diagnostic Test.

MAT 131
TRIGONOMETRY AND PRECALCULUS (PREREQ(S): MAT 130 OR DIAGNOSTIC TEST PLACEMENT)
Polynomials, rational functions, basic trigonometry, triangle trigonometry, trigonometric identities and equations. PREREQUISITE(S): MAT 130 or placement by the Mathematics Diagnostic Test.

MAT 140
DISCRETE MATHEMATICS I (PREREQ(S): 130 OR DIAGNOSTICS TEST PLACEMENT)
The logic of compound statements, application to digital logic circuits and computer arithmetic, the logic of predicates and quantified statements, programming logic, elementary number theory and methods of proof, sequences and mathematical induction, algorithms, combinatorial reasoning, the binomial theorem. PREREQUISITE(S): MAT 130 or placement by the Mathematics Diagnostic Test.

MAT 141
DISCRETE MATHEMATICS II (PREREQ(S): MAT 140)
Set theory, functions, order notation, finite-state machines, recursive sequences, recursively defined sets, recursive algorithms, function properties, equivalence relations, graphs, trees. PREREQUISITE(S): MAT 140.

MAT 145
CALCULUS FOR INFORMATION SYSTEMS (PREREQ(S): MAT 130 OR DIAGNOSTIC TEST PLACEMENT AND MAT 141)
Limits, continuity, the derivative and rules of differentiation, applications of the derivative, exponential and logarithmic functions, the definite integral and some methods of integration, improper integrals. PREREQUISITE(S): MAT 130 (or placement by on the Mathematics Diagnostic Test) and MAT 141.

MAT 147
CALCULUS WITH INTEGRATED PRECALCULUS I [PREREQ(S): MAT 130 OR DIAGNOSTIC TEST PLACEMENT]
Limits, continuity, the derivative, rules of differentiation, and applications, with precalculus review included for each topic. The full MAT 147-8-9 sequence will cover all the material of MAT 150-1-2 plus additional precalculus material. PREREQUISITE(S): MAT 130 or placement by on the Mathematics Diagnostic Test.

MAT 148
CALCULUS WITH INTEGRATED PRECALCULUS II (PREREQ(S): MAT 147)
Extrema, curve sketching, related rates, definite and indefinite integrals, applications of the integral, exponential and logarithmic functions, with precalculus review included for each topic. PREREQUISITE(S): MAT 147.

MAT 149
CALCULUS WITH INTEGRATED PRECALCULUS III (PREREQ(S): MAT 148)
Techniques of integration, L'Hopital's rule, improper integrals, Taylor polynomials, series and sequences, first-order differential equations, with precalculus review included for each topic. PREREQUISITE(S): MAT 148.

MAT 150
CALCULUS I (SI: QUANT) (PREREQ(S): MAT 131 OR DIAGNOSTIC TEST PLACEMENT)
Limits, continuity, the derivative, rules of differentiation, extrema, curve sketching, related rates and other
MAT 151  
CALCULUS II (PREREQ(S): MAT 150 OR 160) (SI:QUANT)  
Definite and indefinite integrals, applications of the integral, exponential and logarithmic functions, techniques of integration.  PREREQUISITE(S): MAT 150 or 160.

MAT 152  
CALCULUS III [PREREQ(S): MAT 151 OR MAT 161 OR MAT 171] (SI:QUANT)  
L'Hopital's rule, improper integrals, Taylor polynomials, series and sequences, first-order differential equations.  PREREQUISITE(S): MAT 151 or MAT 161 or MAT 171.

MAT 160  
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I (PREREQ(S): MAT 131 OR DIAGNOSTIC TEST) (SI:QUANT)  
Limits, continuity, the derivative, rules of differentiation, extrema, curve sketching, related rates and other applications. Course meets for an additional lab session each 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(S): MAT 131 or placement by the Mathematics Diagnostic Test. 5 quarter hours.

MAT 161  
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II (PREREQ(S): 160) (SI:QUANT)  
Definite and indefinite integrals, applications of the integral, exponential and logarithmic functions, techniques of integration. Course meets for an additional 1 1/2 hour lab session each week in order to cover the material in greater depth. PREREQUISITE(S): MAT 160 or 150. 5 quarter hours.

MAT 162  
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III [PREREQ(S): MAT 151 OR 161 OR 171] (SI:QUANT)  
L'Hopital's rule, improper integrals, Taylor polynomials, series and sequences, first-order differential equations. Course meets for an additional 1 1/2 hour lab session each week in order to cover the material in greater depth. PREREQUISITE(S): MAT 151 or 161 or MAT 171. 5 quarter hours.

MAT 170  
CALCULUS I WITH SCIENTIFIC APPLICATIONS (SI: QUANT) (PREREQ(S): MAT 131 OR OR TEST)  
The course will cover the following topics using examples from the sciences:  Functions as models, logarithmic scale graphing, exponential growth and decay, difference equations and limits of sequences, geometric series, functions and limits, trigonometric functions and their limits, continuity, limits at infinity, the derivative, differentiation rules, derivatives of trigonometric and exponential functions, related rates, derivatives of inverse and logarithm functions. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. Students majoring in the sciences should consult with their major department to decide between the 160 and 170 sequences. Prerequisites: MAT 131 or placement by the Mathematics Diagnostic Test.

MAT 171  
CALCULUS II WITH SCIENTIFIC APPLICATIONS [PREREQ(S): MAT 150 OR 160 OR 170]  
The course will cover the following topics using examples from the sciences:  Applications of the derivative including approximation and local linearity, differentials, extrema and the Mean Value Theorem, monotonicity and concavity, extrema, inflection points, graphing, L'Hospital's Rule, optimization, and the Newton-Raphson method, antiderivatives, the definite integral, Riemann sums, the Fundamental Theorem of Calculus, area, cumulative change, average value of a function, and techniques of integration: substitution rule and integration by parts. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. Prerequisite(s): MAT 150 or MAT 160 or MAT 170.

MAT 172  
CALCULUS III WITH DIFFERENTIAL EQUATIONS [PREREQ(S): MAT 151 OR 161 OR 171]  
This course is designed for students in the life sciences and covers some topics from MAT 152, differential equations and an introduction to the Calculus of functions of several variables. Specific topics are as follows. Numerical integration, partial fraction expansions, Taylor approximations of a function, differential equations, separation of variables, slope fields, Euler's existence theorem, polygonal approximations to solutions of differential equations, the logistic equation and allometric growth models, equilibria of differential equations and their stability, applications of stability theory, functions of several variables, partial derivatives, directional derivative and the gradient. Course meets for an additional lab session each week during which
time students will work on applied mathematics projects based on the topics covered in the course.
Prerequisite(s): MAT 151 or MAT 161 or MAT 171.

MAT 180
CALCULUS I WORKSHOP
Calculus I Workshop

MAT 181
CALCULUS II WORKSHOP
Calculus II Workshop

MAT 182
CALCULUS III WORKSHOP
Calculus III Workshop

MAT 206
DEVELOPMENT OF MATHEMATICS TO THE RENAISSANCE
Development Of Mathematics To The Renaissance

MAT 207
HISTORY OF PROBABILITY AND STATISTICS
History Of Probability And Statistics

MAT 208
MATHEMATICS AND FINANCIAL DECISIONS
Mathematics And Financial Decisions

MAT 209
EXPLORATIONS IN MATHEMATICS (PREREQ(S): 112 OR 113)
Explorations In Mathematics PREREQUISITE(S): MAT 112 or 113.

MAT 215
INTRODUCTION TO MATHEMATICAL REASONING (PREREQ(S): MAT 149, 151, or 161 (or 171)
An introduction to basic concepts and techniques used in higher is mathematics courses: set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics. The emphasis on problem solving and proof construction by students. The department recommends that students take this course no later than the spring quarter of the sophomore year. PREREQUISITE(S): MAT 149, 151, or 161 (or 171).

MAT 220
LINEAR ALGEBRA WITH APPLICATIONS (PREREQ(S): MAT 141 OR 151 OR 161)
(Primarily for non-mathematics majors.) Systems of linear equations, matrices and matrix algebra, determinants, applications to linear programming, graph theory, etc. PREREQUISITE(S): MAT 141 or 151 or 161.

MAT 242
ELEMENTS OF STATISTICS (XLIST SOC 279) (PREREQ(S): MAT 101 OR DIAGNOSTIC TEST PLACEMENT)
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(S): MAT 101 or a sufficient score on the Mathematics Diagnostic Test. This course does not count toward mathematics major credit.

MAT 260
MULTIVARIABLE CALCULUS I (PREREQ: MAT 149 OR 152 OR 162 OR CONSENT)
Vectors in 2-space and 3-space, vector-valued functions, cylindrical and spherical coordinates, multivariable functions, partial differentiation with applications to extrema. PREREQUISITE(S): MAT 149 or 152 or 162 or consent of instructor.

MAT 261
MULTIVARIABLE CALCULUS II (PREREQ(S): MAT 260)
Multiple integration, line and surface integrals, change of variable in multiple integration, Green's and Stokes' theorems. PREREQUISITE(S): MAT 260.

MAT 262
LINEAR ALGEBRA (PREREQ(S): MAT 260)
Systems of linear equations and matrices; vectors in n-space; vector spaces: linear combinations, linear independence, basis; linear transformations, change of basis, eigenvalues and eigenvectors. PREREQUISITE(S): MAT 260.

MAT 295
FUNCTIONS AND GRAPHS FOR TEACHERS
Functions And Graphs For Teachers

MAT 296
TRIGONOMETRIC FUNCTIONS AND ANALYTIC GEOMETRY FOR TEACHERS
Trigonometric Functions And Analytic Geometry For Teachers

MAT 301
HISTORY OF MATHEMATICS (PREREQ(S): MAT 151 OR 161)
History of mathematics with problem solving. (PREREQUISITE(S): MAT 151 or 161)

MAT 302
COMBINATORICS (PREREQ(S): MAT 141 OR 215 OR CONSENT)
Methods of counting and enumeration of mathematical structures. Topics include generating functions, recurrence relations, inclusion relations, and graphical methods. PREREQUISITE(S): MAT 141 or 215 or consent.

MAT 303
THEORY OF NUMBERS (PREREQ(S): MAT 141 OR 215 OR CONSENT)
A study of properties of integers: divisibility; Euclid's Algorithm; congruences and modular arithmetic; Euler's Theorem; Diophantine equations; distribution of primes; RSA cryptography. PREREQUISITE(S): MAT 141 or 215 or consent.

MAT 309
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS (CROSS-LISTED: SE 309) (PREREQ: SE 364 OR EQUIV.)
Theories, methods, and materials for teaching and learning mathematics in secondary schools. PREREQUISITE(S): SE 364 or equivalent

MAT 310
ABSTRACT ALGEBRA I (PREREQ(S): MAT 262 & EITHER MAT 141 OR 215) [MAT 303 RECOMMENDED]
The first quarter of a 3-quarter sequence. Topics in the sequence include the integers; abstract groups, rings, and fields; polynomial rings; isomorphism theorems; extension fields; and an introduction to Galois theory. PREREQUISITE(S): MAT 262 and either 141 or 215. MAT 303 is highly recommended.

MAT 311
ABSTRACT ALGEBRA II (PREREQ(S): MAT 310)
Continuation of 310. PREREQUISITE(S): MAT 310.

MAT 312
ABSTRACT ALGEBRA III (PREREQ(S): MAT 311)
Continuation of 311. PREREQUISITE(S): MAT 311.

MAT 320
GEOMETRY I (PREREQ(S): MAT 141 OR 215)
Incidence and separation properties of plane; congruence; parallel postulate; area theory; ruler and compass construction. PREREQUISITE(S): MAT 141 or 215.

MAT 321
GEOMETRY II (PREREQ(S): MAT 320)
Introduction to solid geometry and noneuclidean geometry (hyperbolic and spherical models); other special topics. Prerequisite(s): MAT 320.

MAT 323
DATA ANALYSIS AND STATISTICAL SOFTWARE I (CROSS-LISTED AS CSC 323) (PREREQ: MAT 130 OR EQUIVALENT)
Computing with a statistical package. Introduction to data analysis, elementary statistical inference, regression and correlation. PREREQUISITE(S): MAT 130 or equivalent. This course does not count toward mathematics major credit.
MAT 324
DATA ANALYSIS & STATISTICAL SOFTWARE II (PREREQ(S): MAT 323 OR CONSENT) (CROSS-LISTED: CSC 324)
Advanced features and applications of the statistical package used in 323. PREREQUISITE(S): MAT 323 or consent of the instructor.

MAT 326
SAMPLE SURVEY METHODS (PREREQ(S): MAT 353 OR 348 OR 323 OR BMS 142 & INSTRUCTOR’S CONSENT)
Simple random, stratified, systematic and cluster sampling. Multistage and area sampling. Random-response and capture-release models. PREREQUISITE(S): MAT 353; or either 348 or 323 or BMS 142 and instructor’s consent.

MAT 328
DESIGN OF EXPERIMENTS (PREREQ(S): MAT 353; OR 348 OR 323 OR BMS 142 & INSTRUCTOR’S CONSENT)
Linear models and quadratic forms. Single, two and several-factor experiments, incomplete designs, confounding and fractional factorial experiments. Response surfaces and partially balanced incomplete block designs. PREREQUISITE(S): MAT 353; or either 348 or 323 or BMS 142 and instructor’s consent.

MAT 330
METHODS OF COMPUTATION AND THEORETICAL PHYSICS I
Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics.

MAT 331
METHODS OF COMPUTATION AND THEORETICAL PHYSICS II (COREQ(S): MAT 261)
Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics. Lab Fee Winter COREQUISITE(S): MAT 261.

MAT 335
REAL ANALYSIS I [PREREQ(S): EITHER MAT 149, 152 OR 162 AND EITHER 141 OR 215]
Real number system, completeness, supremum, and infimum, sequences and their limits, lim inf, lim sup, limits of functions, continuity. PREREQUISITE(S): Either MAT 149, 152 or 162 and either MAT 141 or 215.

MAT 336
REAL ANALYSIS II (PREREQ(S): MAT 335)
Properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration. To follow 335 in the Winter Quarter. PREREQUISITE(S): MAT 335.

MAT 337
COMPLEX ANALYSIS (PREREQ(S): MAT 261 AND 141 OR 215)
Complex functions; complex differentiation and integration; series and sequences of complex functions. Offered in Spring 2001-2002 and in alternate years thereafter. PREREQUISITE(S): MAT 261, and either 141 or 215.

MAT 338
DIFFERENTIAL EQUATIONS (COREQ(S): MAT 261)
Linear equations, systems with constant coefficients, series solutions, Laplace transforms, and applications. (COREQUISITE(S): MAT 261)

MAT 340
TOPOLOGY (PREREQ(S): MAT 141 OR 215 AND 220 OR 262 OR CONSENT OF INSTRUCTOR)
An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness. PREREQUISITE(S): Either 141 or 215, and either 220 or 262 or consent of instructor.

MAT 341
STATISTICAL METHODS USING SAS (CROSS-LISTED W/ MAT 448)
The SAS programming language. Data exploration, description and presentation. Inference based on continuous and categorical data. Analysis of variance models and regression procedures including logistic regression. PREREQUISITE(S): One statistics course or consent of instructor.

MAT 342
ELEMENTS OF STATISTICS II (PREREQ(S): MAT 348, OR 323, OR BMS 142, OR BMS 157)
Multiple regression, correlation, analysis of variance, time series, and sampling. Course content and emphases will vary with students' needs and backgrounds. PREREQUISITE(S): MAT 348, or 323, or BMS 142, or BMS 157.

MAT 348
APPLIED STATISTICAL METHODS (PREREQ(S): MAT 151 OR 161 OR 171)
Introduction to statistical software (which will be used throughout the course). Descriptive statistics; elementary probability theory; discrete and continuous probability models; principles of statistical inference; Simple linear regression and correlation analysis. PREREQUISITE(S): MAT 151 or 161 or 171.

MAT 349
APPLIED STATISTICAL METHODS II (LAB FEE) (PREREQ(S): MAT 348)
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(S): MAT 348.

MAT 350
MODERN DATA ANALYSIS (PREREQ(S): MAT 348 OR 323 OR BMS 142 OR BMS 157)
Exploratory data analysis with emphasis on data expression and reexpression; model building; computer graphical displays such as stem-and-leaf letter value displays; boxplots; resistant lines; data smoothing and transformations. Use of computer software such as MINITAB. PREREQUISITE(S): MAT 348, or 323, or BMS 142, or BMS 157.

MAT 351
PROBABILITY AND STATISTICS I (PREREQ(S): MAT 261)
Probability spaces, combinatorial probability methods, discrete and continuous random variables and distributions, moment generating functions, development and applications of the classical discrete and continuous distributions. PREREQUISITE(S): MAT 261.

MAT 352
PROBABILITY AND STATISTICS II (PREREQ(S): MAT 351)
Joint probability distributions and correlation; law of large numbers and the central limit theorem; sampling distributions and theory of estimation. PREREQUISITE(S): MAT 351.

MAT 353
PROBABILITY AND STATISTICS III (PREREQ(S): MAT 352)
Principles of hypothesis testing; most powerful tests and likelihood ratio tests; linear regression; one-way analysis of variance; categorical data analysis, nonparametric statistics. PREREQUISITE(S): MAT 352.

MAT 354
MULTIVARIATE STATISTICS (PREREQ(S): MAT 353 & 262 OR CONSENT) (CROSS-LISTED: 454)
The multivariate normal distribution. Hypothesis tests on means and variances including the multivariate linear model. Classification using the linear discriminant function. Principal components and factor analysis. PREREQUISITE(S): MAT 353 and 262, or consent of instructor.

MAT 355
STOCHASTIC PROCESSES (PREREQ(S): MAT 353) (CROSS-LISTED AS MAT 455)

MAT 356
APPLIED REGRESSION ANALYSIS (PREREQ(S):MAT 353, AND EITHER 262 OR 220 OR CONSENT)(CROSS-LISTED: 456)
Simple linear, multiple, polynomial and general regression models. Selection of best regression equation and examination of residuals for homoscedasticity and other diagnostic. Use of statistical software. PREREQUISITE(S): MAT 353 and either MAT 262 or MAT 220, or instructor's consent.

MAT 357
NONPARAMETRIC STATISTICS (CROSS-LISTED: 457) (PREREQ: MAT 353, 348, 323, BMS 142)
Inference concerning location and scale parameters, goodness-of-fit tests, association analysis, and tests of randomness using distribution-free procedures. PREREQUISITE(S): MAT 353; or either 348, 323, BMS 142.

MAT 358
APPLIED TIME SERIES AND FORECASTING (X-LISTED: MAT 512) (PREREQ(S): SEE DESCRIPTION)
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 computer packages and includes applications to economic, business, and industrial forecasting. PREREQUISITE(S): MAT 353; or either 323, 348, BMS 142.

MAT 359
SIMULATION MODELS AND THE MONTE CARLO METHOD (CROSS-LIST: 459) (PREREQ(S): MAT 353)
Techniques of computer simulation of the classical univariate and multivariate probability distribution models, and such random processes as random walk, Markov chains, and queues. PREREQUISITE(S): MAT 353.

MAT 361
ACTUARIAL SCIENCE I (PREREQ(S): MAT 152 OR 162) (CROSS-LISTED: MAT 461)
The Theory of Interest: Theory and applications of compound interest to annuities, amortization schedules, sinking funds, bonds, and yield rates. PREREQUISITE(S): MAT 152 or 162.

MAT 362
ACTUARIAL SCIENCE II (PREREQ(S): MAT 361 & EITHER 351 OR 348) (CROSS-LISTED AS MAT 462)
Basic Contingencies: The theory and applications of contingency mathematics in life and health insurance, annuities, and pensions from both a probabilistic and a deterministic viewpoint. Topics include survival distribution and life tables, life insurance, and life annuities. PREREQUISITE(S): MAT 361, and either 351 or 348.

MAT 363
ACTUARIAL SCIENCE III (PREREQ(S): MAT 362) (CROSS-LISTED AS MAT 463)
Advanced Contingencies: A continuation of Mathematics 362. Topics include net premiums, net premium reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans. PREREQUISITE(S): MAT 362.

MAT 364
STOCHASTIC RISK MODELS (PREREQ(S): MAT 353) (CROSS-LISTED: MAT 464)
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. PREREQUISITE(S): MAT 353

MAT 365
STATISTICAL SURVIVAL MODELS [PREREQ(S): MAT 353]
Mathematical methods for population analysis and survival models. PREREQUISITE(S): MAT 353.

MAT 366
MATHEMATICAL DEMOGRAPHY (PREREQ(S): MAT 353 OR CONSENT)
Introduction to demography; mortality table construction and methods of population and demographic analysis. PREREQUISITE(S): MAT 353 or instructor's consent.

MAT 367
CREDIBILITY THEORY (PREREQ(S): MAT 362) (CROSS-LISTED AS MAT 467)
Credibility Theory (Cross-Listed As MAT 467). Credibility theory and loss distributions with applications to casualty insurance classification and rate making. PREREQUISITE(S): MAT 362

MAT 368
MATHEMATICAL METHODS IN FINANCE (PREREQ(S): MAT 338, 355 AND FIN 320 OR PERMISSION OF INSTRUCTOR)
This course will be required of students in the Financial Mathematics concentration. The main topics will be stochastic calculus and partial differential equations leading up to a derivation of the Black-Scholes option pricing model and its variants, along with discrete methods. This course should also be of interest to students of applied mathematics and physics. There will be opportunity to analyze real option data in conjunction with theory. Possible additional topics would include numerical methods, dividends, options on futures and exotic options. Prerequisite(s): MAT 338, 355 and FIN 320 or permission of instructor.

MAT 370
ADVANCED LINEAR ALGEBRA (X-LISTED AS MATH 470) [PREREQ(S): MAT 262 & EITHER MAT 141 OR 215]
Vector spaces, basis and dimension; matrix representation of linear transformations and change of basis; diagonalization of linear operators; inner product spaces; diagonalization of symmetric linear operators,
principal-axis theorem, and applications. PREREQUISITE(S): MAT 262 and either 141 or 215.

MAT 372
LOGIC AND SET THEORY (PREREQ(S): MAT 215 OR 141)
Topics in axiomatic set theory, formal logic, and computability theory. PREREQUISITE(S): MAT 215 or 141.

MAT 381
FOURIER ANALYSIS AND SPECIAL FUNCTIONS (PREREQ(S): MAT 262 OR CONSENT)
The course covers the basic principles of discrete and continuous Fourier analysis and some of its applications currently used in scientific modeling. Students will use the computer to implement the computational algorithms developed in the course. Some of the topics covered will include Fourier transforms and their application to signal and image processing, discrete Fourier series, the fast Fourier transform algorithm and applications to digital filtering, and the Radon transforms and its applications to tomography. PREREQUISITE(S): MAT 262 or equivalent.

MAT 384
MATHEMATICAL MODELING (CROSS-LISTED AS MAT 484) (PREREQ(S): MAT 220 OR 262 AND 348 OR 351)
Modeling of real world problems using mathematical methods. Includes a theory of modeling and a study of specific models, selected from deterministic, stochastic, continuous, and discrete models. PREREQUISITE(S): MAT 220 or 262, and 348 or 351.

MAT 385
NUMERICAL ANALYSIS I (PREREQ(S): SEE DESCRIPTION) (CROSS-LISTED AS MAT 485)
Use of a digital computer for numerical computation. Error analysis, Gaussian elimination and Gauss-Seidel method, solution of non-linear equations, function evaluation, cubic splines, approximation of integrals and derivatives, Monte Carlo methods. PREREQUISITE(S): MAT 262 or MAT 220; and either 149, 152, 162, or 172; and a programming course

MAT 386
NUMERICAL ANALYSIS II (PREREQ(S): MAT 385) (CROSS-LISTED: MAT 486 & CSC 386/486)

MAT 387
OPERATIONS RESEARCH I: LINEAR PROGRAMMING (CROSS-LISTED AS MAT 487) (PREREQ: SEE DESCRIPTION)
The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. PREREQUISITE(S):MAT 262 or 220, and any introductory programming course.

MAT 388
OPERATIONS RESEARCH II: OPTIMIZATION THEORY (CROSS-LISTED AS MAT 488) (PREREQ(S):MAT 387 OR CONSENT)
Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. PREREQUISITE(S): MAT 387 or instructor's consent.

MAT 389
OPERATIONS RESEARCH III (PREREQ(S): MAT 388 OR CONSENT)
Advanced Topics. PREREQUISITE(S): MAT 388 or instructor's consent

MAT 391
STUDIES IN DEMOGRAPHY
By arrangement with sponsoring faculty, foreign and domestic tours or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

MAT 395
TOPICS IN MATHEMATICS [PREREQ(S): INSTRUCTOR'S CONSENT]
Consult course schedule for current offerings. Course may be repeated for credit when title and content change. Prerequisite(s): instructor's consent.

MAT 397
MATHEMATICAL PEDAGOGY: THEORY & PRACTICE (X-LISTED: MAT 697)(JR YR EXPR LEARN) (PREREQ: CONSENT)
Introduction to current theories and practices in college mathematics instruction; helps undergraduate mathematics majors develop a deeper understanding of fundamental mathematical concepts and an awareness of how people learn mathematical ideas, and prepares them to work as consultants in mathematics instruction. Mathematical tutoring practicum is required. Four credit hour course offered over a two quarter span during the autumn and winter quarters only. PREREQUISITE(S): Instructor's consent. See instructor for further information. This course maybe used to satisfy the junior experiential learning requirement, but it does not count toward mathematics major or minor credit.

MAT 398
SENIOR CAPSTONE SEMINAR
Topics vary from year to year. This course does not count toward the mathematical major or minor credit.

MAT 399
INDEPENDENT STUDY (PREREQ: CONSENT OF CHAIR)
Variable credit. PREREQUISITE(S): Consent of chair.

MAT 101 TEST
MAT 101 INTRODUCTION TO COLLEGE ALGEBRA PREREQUISITE MET BY PLACEMENT SCORE
Student received a sufficient score on Part I of the DePaul Math Diagnostic placement exam. No credit is earned, but this will meet the MAT 101 prerequisite.

MAT 130 TEST
MAT 130 INTRODUCTION TO COLLEGE ALGEBRA PREREQUISITE MET BY PLACEMENT SCORE
Student received a sufficient score on Part II of the DePaul Math Diagnostic placement exam. No credit is earned, but this will meet the MAT 130 prerequisite.

MAT 131 TEST
MAT 131 COLLEGE ALGEBRA/TRIG PREREQUISITE MET BY PLACEMENT SCORE
Student received a sufficient score on Part III of the DePaul Math Diagnostic placement exam. No credit is earned, but this will meet the MAT 131 prerequisite.

Military Science

Undergraduate Course Descriptions Military Science

Military Science

MSC 111
OFFICERSHIP IN THE UNITED STATES ARMY
The purpose of this class is to introduce cadets/students to the fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally the class addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships.

MSC 112
PROBLEM SOLVING AND DECISION MAKING
This course is an introduction to the "life skills" of problem solving, decision-making and leadership. The course is designed to help students in the near-term as leaders on campus. The class will help students be more effective leaders and managers in the long-term, whether they serve in the military or the civilian sector. Topics addressed include problem solving, critical thinking, problem solving methods, leadership theory, followership, group cohesion, goal setting, and feedback mechanisms. Lessons are taught in a seminar format, emphasizing student discussions and practical exercises.

MSC 113
FUNDAMENTALS OF LEADERSHIP
This course provides cadets/students an introduction to the critical topic of leadership. The course seeks to
This course provides cadets/students an introduction to the critical topic of leadership. The course seeks to convince cadets/students that they can learn to be better leaders than they are now (i.e. leaders aren't born they are developed), and to provide them with a model for understanding their development as leaders.

MSC 118
FOREIGN MILITARY ORGANIZATIONS (PREREQ: MSC 116, 117 OR CONSENT)
Foreign Military Organizations (Prerequisite: 116, 117 Or Consent)

MSC 151
PHYSICAL READINESS I
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 211
LEADERSHIP AND PROBLEM SOLVING
The purpose of this class is to introduce cadets/students to principal leadership instruction of the Basic Course. Building upon the fundamentals introduced in the MSC 100 level classes, this instruction delves into several aspects of communication and leadership theory.

MSC 212
MILITARY PRINCIPLES OF TACTICS
This quarter focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and leadership. The lesson traces the Army's successes and failure as it evolved from the Vietnam War to the present

MSC 213
OFFICERSHIP CASE STUDY
This course builds on the MS I years introduction to officership and provides an extensive examination of the unique purpose, roles, and obligations of commissioned officers. The aim is to convey a clear and complete understanding of what it means to be a commissioned officer. Special emphasis is given to the officers role in shaping and guiding the growth and evolution of the Army through decisions, policies, and personal example.

MSC 252
PHYSICAL READINESS II
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 277
WAR & PEACE IN THE MODERN AGE
A survey of military history from 1648 to the present with emphasis on the relationship between armed forces and the societies that create them, the impact of technology on warfare, and efforts to limit deadly conflict.

MSC 321
FUNDAMENTALS OF MILITARY LEADERSHIP AND TRAINING
Instruction and case studies, which build leadership competencies and military skills in preparation for further responsibilities as Army Officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications.

MSC 322
ORGANIZATIONAL LEADERS
Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the Army as a career choice.

MSC 323
ADVANCED LEADERSHIP
This course builds upon the previous lessons while introducing advanced leadership theories on motivation, leader modeling, and the role of a leader in an organization.
COORDINATE ACTIVITIES WITH STAFFS
This module consists of four lessons designed to give the cadet an understanding and appreciation of the critical importance that staff organization, planning, and coordination play in the success or failure of military operations. The module uses historical case studies initially to illustrate these points then transitions to provide an overview of staff fundamentals and principles contained in field manual FM 101-5.

MSC 342
ETHICAL IMPERATIVES FOR THE JUNIOR OFFICER
This six-lesson module on ethics builds upon previous instruction presented in the Basic Course and the MS III year. These lessons further strengthen character and values within the cadets, increase their understanding of the Army's consideration of others expectations, and improve their capacity to make correct decisions when presented with an ethical or moral dilemma.

MSC 343
ADVANCED MILITARY TOPICS
This course builds upon the previous MS IV lessons while introducing advanced leadership theories on motivation, leader modeling, and the role of a leader in an organization. It will also address the responsibility and process of a leader on how to assess and apply risk assessment within the organization.

MSC 353
PHYSICAL READINESS III
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy lifestyle. Students will undergo an evaluation of their physical fitness level and its progression over the course of the quarter.

Modern Languages

Undergraduate Course Descriptions Modern Languages

Modern Languages

MOL 197
SPECIAL TOPICS IN MODERN LANGUAGES
See schedule for current offerings.

MOL 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

MOL 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisites(s): permission of chair & instructor required.

MOL 210
CLASSICAL MYTHOLOGY [A&L]
This literature course uses a cross-cultural comparative approach in order to introduce students to the primary translated texts that preserve classical Greek and Roman myths.

MOL 211
HEROES AND EPICS [A&L]
The Iliad, the Odyssey and Vergil's Aeneid, in their social, historical and cultural contexts. Topics covered include structural features of epic poetry, the stock characteristics of Greek heroes, oral versus written cultures, the cultural and pedagogical value of epic, its use for political ends as well as social commentary, and Vergil's adaptation of the Greek tradition to Roman conceptions of their own past.

MOL 297
MOL 297
SPECIAL TOPICS IN MODERN LANGUAGES
See schedule for current offerings.

MOL 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

MOL 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

MOL 308
TOPICS IN JAPANESE LITERATURE
Variable topics. Taught in English. Consult schedule for current offering.

MOL 309
MODERN LANGUAGES: THE NOVELIST'S WORLD
Modern Languages: The Novelist's World

MOL 310
JAPANESE CULTURE
Same as Japanese 310, but taught in English (counts for Japanese Studies major and minor but not for the Japanese language minor.

MOL 311
TOPICS IN FRENCH LITERATURE
Masterpieces, themes and genres of French literature from its origins to the present day.

MOL 312
TOPICS IN GERMAN LITERATURE
Masterpieces, themes and genres of German literature from its origins to the present day.

MOL 313
TOPICS IN ITALIAN LITERATURE
Masterpieces, themes and genres of Italian literature from its origins to the present day.

MOL 314
TOPICS IN RUSSIAN LITERATURE
Masterpieces, themes and genres of Russian literature from its origins to the present day.

MOL 315
TOPICS IN HISPANIC LITERATURE
Masterpieces, themes and genres of Hispanic literature from its origins to the present day.

MOL 317
RUSSIAN SHORT FICTION (IN TRANSLATION)
The study of a representative selection of Russian short fiction concentrating on the great 19th-century masters such as Pushkin, Gogol, Turgenev, Tolstoy, Chekhov, Gorky, and Korolenko.

MOL 318
RUSSIAN LITERATURE IN TRANSLATION: FROM CHEKHOV TO ZOSHCHENKO
This course will present some of the greatest Russian Short Stories (1880 - 1930). In the course, students will read short stories in English translation, by six major Russian writers: Anton Chekhov, Alexander Kuprin, Ivan Bunin, Maxim Gorky, Mikhail Bulgakov, and Mikhail Zoshchenko. Students will analyze and interpret the short stories of the 1880 - 1930 period, both with respect to form and meaning. In the process they will develop greater insight into, and enjoyment of literature. The course will relate the original works to the social and cultural issues of their own time, as well as to current problems.

MOL 319
WORLD OF THE CINEMA
Critical analysis of cinematic development.

MOL 320
MODERN JAPANESE LITERATURE IN TRANSLATION
Covers modern Japanese literature in English translation from the Meiji era to the present. Themes for study include tradition and modernization, the individual and society, gender, and nostalgia. In addition, beginning with excerpts from Tsubouchi Shoyo's 1886 essay "The Essence of the Novel," students will trace the development of the novel in modern Japan.

MOL 321
CLASSICAL JAPANESE LITERATURE IN TRANSLATION
Classical Japanese literature, in English translation, from the earliest periods up to the Meiji era.

MOL 322
CULTURAL HISTORY OF PARIS [UP:EU]
A study of Paris from its origins in Roman times to the present day, this study abroad course is composed of readings (primary and secondary), lectures, and on-site visits that reveal the unfolding history of Paris.

MOL 323
ANCIENT HEBREW LITERATURE (IN TRANSLATION)
Survey of ancient Hebrew literature (Bible, moral poetry, and narrative). The first of three courses surveying Hebrew literature.

MOL 324
MEDIEVAL HEBREW LITERATURE (IN TRANSLATION)
Survey of major works from the "Golden Age" (medieval era) of Hebrew literature. The second of three courses surveying Hebrew literature.

MOL 333
HISPANIC WOMEN WRITERS
Same topics as Spanish 322, but taught in English; not counted as part of a Spanish major or minor.

MOL 334
EXPLORING MULTICULTURALISM THROUGH LITERATURE
Exploring Multiculturalism Through Literature

MOL 335
EXPLORING SOCIAL DIVERSITY IN LATIN AMERICA (CROSS-LISTED: LST 200)
Readings and instruction in English; not counted as part of a Spanish major or minor.

MOL 337
CONTEMPORARY LATIN AMERICA THROUGH ITS LITERATURE
The study of English translations of a variety of Latin American literary works that highlight key historical, political, social, and artistic trends in the region.

MOL 340
ARAB CULTURE
Overview of Arab culture, focusing on aspects shared by all Arabs, and of the impact of critical factors and events in Arab history from pre-Islamic to modern times.

MOL 349
TEACHING MODERN LANGUAGES (CROSS-LISTED AS SE 349)
TEACHING MODERN LANGUAGES (CROSS-LISTED AS SE 349)

MOL 354
THEORETICAL FOUNDATIONS/CURRENT RESEARCH 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.

MOL 355
CONTEMPORARY CRITICISM (CROSS-LISTED AS CPL 355)
An overview of contemporary criticism from Russian formalism to post-modernism.

MOL 356
PSYCHOLINGUISTICS (CROSS-LISTED AS PSY 393)
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.

MOL 357
TEACHING CULTURE IN THE FOREIGN LANGUAGE CLASSROOM
Pedagogical theory and practice in the integration of culture into the language classroom.

MOL 360
RUSSIAN DRAMA IN ENGLISH TRANSLATION I: 18-19TH [A&L]
The course presents some of the greatest Russian plays of the 18th and 19th century. In the course, students will read original works in English translation by Von Vizin, Griboedov, Pushkin, Gogal, Lermontov, and Ostrovsky. Some critical works will be included. Students will read, analyze, and interpret the plays, comedies and dramas, both with respect to form and meaning.

MOL 364
RUSSIAN SHORT STORY IN ENGLISH TRANSLATION II: SOVIET ERA
This course presents some of the greatest Russian short stories (1880 - 1930) in English translation. Students will read short stories in English translation by four major Russian writers: Chekhov, Kuprin, Bunin and Bulgakov. Students will analyze and interpret short stories of the 1880-1930 period, both with respect to form and meaning, and discuss some critical works.

MOL 366
RUSSIAN NOVEL IN ENGLISH TRANSLATION I: 19TH CENTURY
Major Russian novels of the nineteenth century--Turgenev, Dostoyevsky, Tolstoy--in their cultural and social context.

MOL 368
RUSSIAN NOVEL IN ENGLISH TRANSLATION III: CONTEMPORARY
Major Russian prose works of the late 20th century, read in English translation. Authors include Bulgakov, Platonov, Pristavkin, and Bitov.

MOL 369
RUSSIAN LITERATURE IN FILM
Greatest Russian short stories, plays, and novels of the 19-20th century, as presented in film. Readings in English translation of works by Tolstoy, Dostoevsky, Ostrovsky, Chekhov, and Pasternak

MOL 380
COMMUNITY BASED SERVICE LEARNING
COMMUNITY BASED SERVICE LEARNING.

MOL 389
TOPICS IN COMPARATIVE LITERATURE (CROSS-LISTED AS ENG 389)
Variable topics. Consult course schedule for current offering.

MOL 392
INTERNSHIPS
Variable credit.

MOL 396
CAPSTONE: LANGUAGE, LITERATURE, AND CULTURE
This course explores the connections among linguistics, literary studies and cultural studies, as well as the relation of these fields to others, such as art, philosophy, history, psychology, law, and religion.

MOL 397
SPECIAL TOPICS IN MODERN LANGUAGES
See schedule for current offerings.

MOL 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s):permission required.

MOL 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

Multimedia

MM 200
DIGITAL PHOTOGRAPHY
A course using digital cameras and software to create/modify and distribute digital photographs.

Music Education

MED 101
BRASS I
(1 credit) Trumpet and french horn. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 102
BRASS II
(1 credit) Trombone, euphonium and tuba. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 103
WOODWINDS I
(1 credit) Clarinet and saxophone. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 104
WOODWINDS II
(1 credit) Oboe and bassoon. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 105
STRINGS I
(1 credit) Violin and viola. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 106
STRINGS II
(1 credit) Cello and string bass. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 107
PERCUSSION I
(1 credit) This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 108
PERCUSSION II
(1 credit) This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 109
WOODWINDS III
(1 credit) Flute. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

MED 110
WOODWINDS IV
(1 credit) Open only to School of Music students.

MED 121
CLASS GUITAR
(1 credit) Open only to School of Music students. Techniques of functional guitar.

MED 196
CLASS VOICE
(1 credit) Open only to School of Music students. A developmental approach to singing.

MED 300
ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB (PREREQ: MED 303)
(4 credits) PREREQUISITE(S): Successful completion of MED 303.

MED 301
SECONDARY INSTRUMENTAL METHODS AND LAB (PREREQ: MED 300)
Secondary Instrumental Methods & Lab. (2 hrs.) PREREQUISITE(S): Successful completion of MED 300

MED 303
ELEMENTARY VOCAL-GENERAL METHODS & LAB (PREREQ: MED 306)
(4 credits) PREREQUISITE(S): Successful completion of MED 306.

MED 304
MIDDLE SCHOOL VOCAL METHODS AND LAB (PREREQ: MED 303)
Junior High Vocal Methods & Lab. (2 hrs.) PREREQUISITE(S): Successful completion of MED 303

MED 305
SECONDARY VOCAL METHODS AND LAB (PREREQ: MED 304)
(2 credits) PREREQUISITE(S): Successful completion of MED 304.

MED 306
INTRODUCTION TO MUSIC EDUCATION (CONCURRENT TEACHNG/OBSERV. REQUIRED)
(2 credits)

MED 310
MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD
(4 credits) A survey course highlighting special education mandates that 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 credits) Basic marching techniques and movements, selection and use of music, design and charting of shows.

MED 313
CHORAL LITERATURE I
MED 316
LITERATURE FOR WIND ORGANIZATIONS (PREREQ: MUSIC EDU MAJOR AND JUNIOR STANDING)
(2 credits) 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. PREREQUISITE(S): Must have been accepted as a music education major and achieved junior standing.

MED 325
TECHNOLOGY FOR MUSIC EDUCATORS
This course will acquaint the music education major with a variety of music technology hardware and software applications, which may be used effectively for instruction in the music classroom and studio.

MED 340
CONDUCTING FOR THE MUSIC EDUCATOR
This course will equip the music educator with the preliminary abilities to teach from the podium (i.e. in a performance ensemble setting). It will provide a sequential and methodical approach to the knowledge, skills, and attitudes that are necessary for effective and efficient teaching in the performing ensemble classroom.

MED 360
TOPICS IN MUSIC EDUCATION
(1-4 credits) Concentrated study of a selected area of music education.

MED 365
INTRODUCTION TO KODALY
This course will cover the philosophy and basic teaching tools promoted by Zoltan Kodaly. Participants will finish with an abundance of new songs, games, activities and techniques that will energize, organize, and perhaps transform their teaching. Daily schedule will include pedagogy, musicianship, folk music materials, and special topics such as instruments in the classroom and classical music connections for elementary students.

MED 380
KODALY WORKSHOP
(3 credits) Using high quality traditional folk music as the initial core musical material, Kodaly-inspired musician educators engage their students in joyful, sequential, developmentally-appropriate, child-centered, interactive, sound-based instruction. During an intensive two-week summer workshop, the Level I Kodaly Certification program introduces the Kodaly approach in a three-part program: musicianship, Kodaly pedagogy, and folk music and materials. Offered only in the summer as a workshop.

MED 381
KODALY WORKSHOP: LEVEL II (PREREQ: KODALY LEVEL I)
(3 credits) Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in beginning level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Conducting. Chorus. PREREQUISITE(S): Kodaly Level I.

MED 383
DALCROZE WORKSHOP: LEVEL I
(2 credits) Eurythmics, solfege, improvisation, pedagogy, composition, and body technique.

MED 386
ORFF WORKSHOP: LEVEL I
(3 credits) Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

MED 389
CARL ORFF CHAPTER WORKSHOP
Carl Orff Chapter Workshop

MED 390
MED 390
ORFF WORKSHOP: LEVEL II (PREREQ: ORFF LEVEL I)
(3 credits) 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.
PREREQUISITE(S): Successful completion of Orff Level I at DePaul or another accredited program.

MED 391
ORFF WORKSHOP: LEVEL III (PREREQ: ORFF LEVEL II)
(3 credits) 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. PREREQUISITE(S): Successful completion of Orff Level II at DePaul or another accredited program.

MED 392
STUDENT TEACHING (PREREQ(S): MED 300, 303, 306, 310, 095. COREQ: MED 393)
(12 credits) 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. PREREQUISITE: Successful completion of MED 300, 303, 306, 310, 095. COREQUISITE(S): MED 393.

MED 393
STUDENT TEACHING SEMINAR (COREQ: MED 392)
(0 credit) COREQUISITE(S): MED 392.

MED 398
INDEPENDENT STUDY
INDEPENDENT STUDY

MED 95
CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (PREREQUISITE(S): MED 392)
(0 credit) Required of all music education 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. This course serves as a pre-requisite for MED 392.

Music Ensemble

Undergraduate Course Descriptions Music Ensemble

Music Ensemble

MEN 101
WIND SYMPHONY (PREREQ: PLACEMENT AUDITION REQUIRED)
(1 credit) Study and rehearsal of traditional and new band repertoire in preparation for concerts presented regularly each year. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required.

MEN 121
MEN'S CHORUS (PREREQ: PLACEMENT AUDITION REQUIRED)
(1 credit) Rehearsals and performances of larger works of the choral repertoire. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required.

MEN 122
WOMEN'S CHORUS
(1 credit) Women's and mixed choir repertoire. Auditions not required. All MEN courses are repeatable courses.
MEN 123
CONCERT CHOIR
Rehearsal and performance of choral works from a variety of styles and historical periods. Audition not required for membership, but auditions for section placement are held at the beginning of each quarter.

MEN 131
ORCHESTRA (PREREQ: PLACEMENT AUDITION REQUIRED)
(1 credit) Study and rehearsal of traditional and new orchestra repertoire. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required.

MEN 221
WIND ENSEMBLE (PREREQ: PLACEMENT AUDITION REQUIRED)
(1 credit) 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. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required.

MEN 231
UNIVERSITY SINGERS (PREREQ: PLACEMENT AUDITION REQUIRED)
(1 credit) A choral ensemble of selected voices. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required.

MEN 241
CHAMBER MUSIC
(1 credit) 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. All of the MEN courses are repeatable courses.

MEN 285
JAZZ VOCAL ENSEMBLE (PREREQ: PLACEMENT AUDITION REQUIRED)
(1 credit) Study, rehearsal and performance of literature for jazz ensemble. PREREQUISITE(S): Placement audition required.

MEN 21
MEN'S CHORUS
(0 credit) Men's and mixed choir repertoire. Audition not required. All MEN courses are repeatable courses.

MEN 22
WOMEN'S CHORUS
(0 credit) Women's and mixed choir repertoire. Audition not required. All MEN courses are repeatable courses.

MEN 23
CONCERT CHOIR
Rehearsal and performance of choral works from a variety of styles and historical periods. Audition not required for membership, but auditions for section placement are held at the beginning of each quarter.

MEN 31
ORCHESTRA
(0 credit) Study and rehearsal of traditional and new orchestra repertoire. Placement audition required. All MEN courses are repeatable courses.

MEN 37
WIND ENSEMBLE
(0 credit) 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. All MEN courses are repeatable courses. Placement audition required.

MEN 41
CHAMBER MUSIC
(0 credit) 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 member; public performance. All MEN courses are repeatable courses.
MEN 47
UNIVERSITY SINGERS
(0 credit) A choral ensemble of selected voices. Placement audition required. All MEN courses are repeatable courses.

MEN 83
JAZZ CHAMBER ENSEMBLE
(0 credit) Study, rehearsal, and performance of literature for jazz chamber groups. All of the MEN courses are repeatable courses.

MEN 1
WIND SYMPHONY
(0 credit) Study and rehearsal of traditional and new band repertoire in preparation for concerts presented regularly each year. Placement audition required. All MEN courses are repeatable courses.

Music Therapy

Undergraduate Course Descriptions Music Therapy

MTH 399
INTERNSHIP IN MUSIC THERAPY
A six month (1040 clock hours) affiliation at a NAMT approved site under the supervision of a Registered Music Therapist. The internship must be completed within two years of the completion of the last academic course. PREREQUISITE: successful completion of all academic course work.

Musicianship

Undergraduate Course Descriptions Musicianship

MUS 100
UNDERSTANDING MUSIC (ARTS & LITERATURE)
(4 credits) Developing an understanding of musical elements and forms, and how composers use them to create music. This course also includes a look at the musics of the world. This course is not available to students in the School of Music.

MUS 102
COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS (ARTS AND LITERATURE)
Students in this course develop their own creative music projects. Activities include performing, recording, and emulating styles of all kinds in new compositions. Instrumental, vocal, and computer music ability can be fostered in this course. No previous experience necessary. This course is not available to students in the School of Music.

MUS 104
MUSICAL EVOLUTION AND INNOVATION: RENAISSANCE TO 20TH CNTY (ARTS & LIT)
Musical Evolution and Innovation from the Renaissance to the 20th Century. An examination of how musical
compositions from 1600 to our own time have been influenced by physical and technical limitations of instruments, tuning, and related matters. This course is not available to students in the School of Music.

MUS 105
ROCK MUSIC-THE BEATLES: MUSIC, AESTHETICS AND CULTURE (ARTS AND LITERATURE)
This course is a survey of the music and movies of the Beatles. Topics covered in this class include the basic elements of music to allow students to analyze and compose simple songs. No previous knowledge of music is necessary. This course is not available to students in the School of Music.

MUS 106
THE ART OF ELECTRONIC MUSIC (ARTS AND LITERATURE)
An examination of the art and techniques of electronic music and the influence electronics have had on contemporary music from Varese to rap. This course will examine the literature and cultural implications of electronic music as well as contemporary music techniques such as analog and digital recording, synthesis, sequencing and sampling. This course is not available to students in the School of Music.

MUS 107
HITCHHIKER’S GUIDE TO MUSIC THEORY
(4 credits) The fundamentals of notation and elemental theory for non-music majors. Online drills and short composition studies will be included as course activities.

MUS 108
ROCK MUSICS OF THE WORLD (ARTS AND LITERATURE)
A historical survey of the world’s main styles of rock music, extending from Chuck Berry to Puff Daddy, from Bob Marley to Black Sabbath. This course is not available to students in the School of Music.

MUS 109
FROM WAGNER TO MTV: THE WEDDING OF MUSIC AND DRAMA (ARTS AND LITERATURE)
Examines the use of music to reinforce drama and visual image in opera, film and rock video. This course is not available to students in the School of Music.

MUS 110
MUSICIANSHIP I (PREREQ: MUSIC SCHOOL STUDENTS ONLY)
(4 credits) (Autumn) Music fundamentals-a survey of basic concepts in music. Melody, chant, medieval polyphony, non-western and ethnic music. Introduction to Renaissance studies and species counterpoint. A two-year sequence in the music core. PREREQUISITE(S): Open only to School of Music students.

MUS 111
AURAL TRAINING I
(1 credit) A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

MUS 113
GROUP PIANO I
(1 credit) 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. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 120
MUSICIANSHIP II (PREREQ: MUS 110)
(4 credits) (Winter) Continuation and conclusion of Renaissance studies; Baroque studies, part 1. PREREQUISITE(S): Musicianship I.

MUS 121
AURAL TRAINING II (PREREQ: MUS 111)
(1 credit) A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next. PREREQUISITE(S): Must successfully complete Aural Training I.

MUS 123
GROUP PIANO II (PREREQ: GROUP PIANO 1)
(1 credit) 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. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters. PREREQUISITE(S): Must successfully complete Group Piano I.

MUS 130
MUSCIANSHIP III (PREREQ: MUS 120)
(4 credits) (Spring) Continuation of Baroque studies. Includes a survey of World Music. PREREQUISITE(S): Musicianship II.

MUS 131
AURAL TRAINING III (PREREQ: MUS 121)
(1 credit) A three-quarter sequence of sight-singing and dictation. Each quarter is a pre-requisite for the next. PREREQUISITE(S): Must successfully complete Aural Training II.

MUS 133
GROUP PIANO III (PREREQ: MUS 123)
(1 credit) 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. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters. PREREQUISITE(S): Must successfully complete Group Piano II.

MUS 140
MUSIC OF THE WORLD’S PEOPLE (ARTS AND LITERATURE)
(4 credits) A survey of music roles and practices in a variety of countries and continents. This course is not available to students in the School of Music.

MUS 200
MUSIC OF THE UNITED STATES TO 1900
(4 credits) This course discusses two types of subject matter: the traditions of art music or "classical" American music from the Colonial era through the latter Nineteenth Century; and the important vernacular or popular tradition of music which emerged between 1830-40 and continued up through about 1900. Music student may only use this course to fulfill free electives.

MUS 201
MUSIC OF THE UNITED STATES SINCE 1900
(4 credits) This course discusses two types of subject matter: the traditions of art music or "classical" American music in the twentieth and twenty-first Centuries. Additionally, important vernacular or popular traditions since 1900 will be studied. This includes idioms such as: jazz blues, Broadway musicals, the standard popular song, motion picture music, commercial music, rock and roll, and various other types of popular music. Music student may only use this course to fulfill free electives.

MUS 202
WOMEN AND MUSIC (ARTS AND LITERATURE)
(4 credits) A survey exploring the roles of women musicians in their societies. This course may only be used as a free elective for students in the School of Music.

MUS 208
COMMUNITY AUDIO ART PRODUCTION
Students enrolled in this class will work collaboratively with instructor on the production of an audio documentary/soundscape which involves a collection of recordings from every neighborhood in the entire city of Chicago. According to official maps, this will involve over 77 field recordings upon completion (projected for Fall 2002). In addition, students will have an opportunity to produce their own audio art projects, and survey the history of audio art. This course may only be used as a free elective for students in the School of Music.

MUS 210
MUSCIANSHIP IV (PREREQ: MUS 130)
(4 credits) (Autumn) Classic period and early Romantic period. PREREQUISTIE(S): Musicianship III.
MUS 211
AURAL TRAINING IV (PREREQ: MUS 131)
(1 credit) A three-quarter sequence of sightsinging and dictation. PREREQUISITE(S): Aural Training III.

MUS 213
GROUP PIANO IV (PREREQ: GROUP PIANO III)
(1 credit) The last three courses in the two-year sequence described above. PREREQUISITE(S): Group Piano III.

MUS 220
MUSICIANSHIP V (PREREQ: MUSICIANSHIP IV)
(4 credits) (Winter) Music of the 19th and early 20th centuries. PREREQUISITE(S): Musicianship IV.

MUS 221
AURAL TRAINING V (PREREQ: AURAL TRAINING IV)
(1 credit) A three-quarter sequence of sightsinging and dictation. PREREQUISITE(S): Aural Training IV.

MUS 223
GROUP PIANO V (PREREQ: MUS 213)
(1 credit) The last three courses in the two-year sequence described above. PREREQUISITE(S): Group Piano IV.

MUS 230
MUSICIANSHIP VI (PREREQ: MUS 220)
(4 credits) (Spring) Twentieth-century studies including jazz. PREREQUISITE(S): Musicianship V.

MUS 231
AURAL TRAINING VI (PREREQ: MUS 221)
(1 credit) A three-quarter sequence of sightsinging and dictation. PREREQUISITE(S): Aural Training V.

MUS 233
GROUP PIANO VI (PREREQ: GROUP PIANO V)
(1 credit) The last three courses in the two-year sequence described above. PREREQUISITE(S): Group Piano V.

MUS 234
INTRODUCTION TO JAZZ ARRANGING (PREREQ: JUNIOR STANDING OR CONSENT)
(2 credits) Fundamentals of writing in the jazz idiom. PREREQUISITE(S): Junior standing or consent of instructor.

MUS 235
INTRODUCTION TO MIDI. MUSIC MAJORS ONLY.
(2 credits) Basic concepts of MIDI including sequencing software, synthesizers, and sampling. Open to music majors only.

MUS 265
MUSICAL TRADITIONS OF AMERICA AND THE WORLD
(2 credits) An introduction to the musical styles of world cultures and jazz. Required of all music majors.

MUS 267
MUSIC OF THE UNITED STATES
This course discusses two types of subject matter: the traditions of art music or "classical" American music from the Colonial era through the latter twentieth century; and the important vernacular or popular tradition of music which emerged between 1830-40 and continues today. This course may only be used as a free elective for students in the School of Music.

MUS 272
TRENDS IN 20TH CENTURY ART AND MUSIC (ARTS AND LITERATURE)
(4 credits) Appreciative approach to the styles of selected 20th-century artists and composers. School of Music students may take this course only as a free elective.

MUS 274
THE GOSPEL MUSIC TRADITION IN AMERICA (ARTS AND LITERATURE)
(4 credits) The origins, people, context, spirit and music. This course may only be used as a free elective for
students in the School of Music.

MUS 275
HISTORY OF THE SYMPHONY (ARTS AND LITERATURE)
(4 credits) An examination of the development, literature and spirit of one of Man's great artistic traditions. This course may only be used as a free elective for students in the School of Music.

MUS 278
JAZZ (ARTS AND LITERATURE)
(4 credits) A comprehensive study of the origins and developments of jazz, specifically concentrated on important jazz styles and performers since 1917. This course may only be used as a free elective for students in the School of Music.

MUS 279
MUSIC HISTORY I: CHANT TO BACH
This course is designed for transfer music majors who have already completed a year of music theory but have not taken music history. This class involves extensive listening, examination of musical scores, and reading assignments each week. PREREQUISITE: Transfer music students only.

MUS 300
CONDUCTING I (PREREQ: PERMISSION) (NOTE: ENROLLMENT IS LIMITED)
(2 credits) An introduction to conducting; rudiments of baton technique, instrumentation and score reading.

MUS 301
CONDUCTING II (PREREQ: MUS 300)
(2 credits) A continuation of Conducting I; concentration on style and expression; consideration of rehearsal techniques; choral conducting practices; podium experience. PREREQUISITE(S): Conducting I.

MUS 302
ADVANCED CONDUCTING (PREREQ: MUS 301 OR GRADUATE STATUS)
(2 credits) This course will focus on rehearsal technique, score preparation, and development of choral tone in the rehearsal. Participants will conduct a demonstration choir and review rehearsals and videotapes. PREREQUISITE(S): MUS 301 or graduate status.

MUS 303
BASIC CONDUCTING PRACTICUM
(Zero credit) Individual practice in conducting technique and rehearsal technique. This course must be taken concurrently with Basic Conducting (MUS 304). PREREQUISITE: Musicianship VI (MUS 230) and Aural Training VI (MUS 231).

MUS 304
BASIC CONDUCTING
(4 credits) Basic Conducting technique, score reading, and rehearsal technique. Application of analytical techniques to scores in preparation and rehearsal. PREREQUISITES: Musicianship VI (MUS 230) and Aural Training VI (MUS 231). COREQUISITE: Basic Conducting Practicum (MUS 303).

MUS 307
INTRODUCTION TO COMPOSITION
(2 credits) Basic composition. Recommended as preparatory for COM 307. This course may be repeated for credit.

MUS 340
DISTRIBUTION: THE LIFE CYCLE OF A PRODUCT IN THE MUSIC INDUSTRY
This course is designed to challenge and develop students thinking concerning all facets of a products life cycle: manufacturing, import/export, distribution, retail, and product development. This course will fully examine what each part of the distribution cycle does, how each segment adds value to a product and determine where opportunities lie currently for growth and development in each part of the distribution process in the music industry. PREREQUISITE(S): MUS 330, MUS 333 Topics in Music Business: Marketing for the Arts.

MUS 359
SHAKESPEARE AND MUSIC (ARTS AND LITERATURE)
Shakespeare and Music. The course focuses on the treatment of several Shakespeare plays and how they are
Shakespeare and Music. The course focuses on the treatment of several Shakespeare plays and how they are handled by various composers. Since the course is team taught by members of the music and English departments, special emphasis is placed on comparing the treatments of themes, characters and incidents. This course may only be used as a free elective for students in the School of Music.

MUS 360
TOPICS IN MUSICIANSHIP
(2-4 credits) In depth investigation of a topic in musicianship studies.

MUS 378
MEDIEVAL AND RENAISSANCE MUSIC
(2 credits) This course is concerned with the history and development of musical styles and procedures during the Medieval and Renaissance periods, with reference to significant compositions, musical examples, and recordings.

MUS 379
BAROQUE MUSIC
(2 hours) This course is concerned with the history and development of musical styles and procedures during the Baroque period, with reference to significant compositions, musical examples, and recordings.

MUS 381
HISTORY OF OPERA
(2 credits) A history of opera from the 17th century to the present. Emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

MUS 382
HISTORY OF THE SYMPHONY
(2 credits) 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 THE OPERA II
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. PREREQUISITE(S):MUS 381.

MUS 384
CLASSIC MUSIC
(2 credits) This course is concerned with the history and development of musical styles and procedures during the Classical period, with reference to significant compositions, musical examples, and recordings.

MUS 385
ROMANTIC MUSIC
(2 credits) This course is concerned with the history and development of musical styles and procedures during the Romantic period, with reference to significant compositions, musical examples, and recordings.

MUS 386
MUSIC SINCE WORLD WAR II
(2 credits) This course is concerned with the history and development of musical styles and procedures during post World War II period, with reference to significant compositions, musical examples, and recordings.

MUS 387
EARLY 20TH CENTURY MUSIC
(2 credits) This course is concerned with the history and development of musical styles and procedures during the early 20th Century, with reference to significant compositions, musical examples, and recordings.

MUS 388
HISTORY OF MUSICAL INSTRUMENTS
History Of Musical Instruments

MUS 395
SENIOR CAPSTONE SEMINAR
(4 credits) This course is designed to fulfill the senior capstone experience for School of Music Bachelors of
This course is designed to fulfill the senior capstone experience for School of Music Bachelors of Arts students only. Students will develop a final project, culminating their musical studies in relationship to their liberal arts studies. The individual projects should reflect an advanced level of musical understanding, scholarship, and writing. The School of Music faculty member will meet with the students in a biweekly seminar throughout the quarter, and on an individual basis as needed.

MUS 398
INDEPENDENT STUDY
NSG 200
HEALTH AND NUTRITION
This course provides an introduction to the complex interactions between nutrition, exercise, genetics, cultural factors, physiological and psychological stressors and health. Each class provides an overview on the various nutritional factors which influence the health of individuals. A population based approach is used to address the issue of world hunger and undernutrition. Multiple perspectives relating to nutrition are included such as cultural, religious, family and alternative nutritional lifestyles.

NSG 210
PARENTING IN MULTICULTURAL FAMILY SYSTEMS
Families exist in complex systems of home, community and environment. Each family depends on their cultural history, previous experiences and social supports to assist with parenting. Today over 70% of families have two working parents. In the case of single parenting or blended families stressors are great. This course will examine the effect of culture and family traditions on parenting practices in the United States. Multiple family theories will be introduced and discussed. The primary focus is identification of child and family risk factors and strengths. Identifying positive parenting behaviors will enhance the well being, self esteem and health of the family.

NSG 230
WOMEN'S HEALTH: THE PHYSICAL SELF [SI:LAB] [PREREQ(S): ENG 104 OR HON 101] (XLSTD AS WMS 230)
This course explores the biological dimensions of women’s health. The theoretical bases for evaluating medical research, assessing personal health, and decision-making consumerism from a feminist perspective are emphasized. An advanced-level scientific research paper due at the end of the quarter. Laboratory fee required. Prerequisite(s): ENG 104 or HON 101

NSG 231
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.

NSG 251
INTERPERSONAL RELATIONSHIPS IN HEALTH CARE
Interpersonal Relationships In Health Care

NSG 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.

NSG 261
INTRODUCTION TO FINANCE/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.

NSG 292
CONCEPTUAL APPROACH TO NURSING PRACTICE (NOTE: BY PERMISSION ONLY)
Conceptual Approach To Nursing Practice (note: By Permission Only)

NSG 294
HEALTH HISTORY, PHYSICAL AND OTHER ASSESSMENT TECHNIQUES (LAB FEE)
Health History, Physical And Other Assessment Techniques (lab Fee)

NSG 296
INTRODUCTION TO THE FUNCTIONING HEALTH CARE SYSTEM
Introduction To The Functioning Health Care System

NSG 298
CONCEPTUAL APPROACH TO NURSING (FOR REGISTERED NURSE STUDENTS ONLY)
Conceptual Approach To Nursing (for Registered Nurse Students Only)

NSG 300
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.

NSG 301
INTRODUCTION TO THE ART AND SCIENCE OF NURSING I
The science of unitary human beings and selected nursing theories are introduced as the foundation for a holistic nursing practice. Application of scientific principles to core functions and role of the nurse as health care provider and member of a profession and discipline is emphasized. Principles of resonancy, helicy, and integrality are the focus of classroom and laboratory experiences related to the care of individuals and families experiencing illness. (Laboratory fee required)

NSG 302
INTRODUCTION TO THE ART & SCIENCE OF NURSING II
The science of unitary human beings and selected nursing theories are examined further as the basis for holistic nursing practice. The roles of the nurse as health facilitator and provider of care are emphasized. Concepts of diversity, rhythmicity, motion, values, and health visioning are the focus of classroom and laboratory experiences related to health promotion and healing of individuals and families experiencing acute patterns of illness.

NSG 303
INTRODUCTION TO THE ART & SCIENCE OF NURSING III [PREREQ(S): NSG 302]
The science of unitary human beings and selected nursing theories are examined further as the basis for holistic nursing practice. The roles of the nurse as patient teacher and mental health counselor are emphasized. Principles of health promotion and disease prevention are the focus of classroom and laboratory experiences related to the care of individuals and families experiencing chronic patterns of illness. Prerequisite: NSG 302.

NSG 304
CONCEPTS OF HUMAN ADAPTATION II (COREQUISITES: NSG 305/306)
Concepts Of Human Adaptation II (corequisites: Nsg 305/306)

NSG 305
CONCEPTS OF HUMAN ADAPTATION III (COREQUISITES: 304/306)
Concepts Of Human Adaptation III (corequisites: 304/306)

NSG 306
CONCEPTS OF HUMAN ADAPTATION I (COREQUISITES: 304/305)
Concepts Of Human Adaptation I (corequisites: 304/305)

NSG 308
NURSING: THE FAMILY DURING THE CHILDBEARING YEARS (PREREQUISITES)
Nursing: The Family During The Childbearing Years (prerequisites)

NSG 309
CLINICAL NURSING: THE FAMILY DURING THE CHILDBEARING YEARS (COREQUISITE: 308)
Clinical Nursing: The Family During The Childbearing Years (corequisite: 308)

NSG 314
NURSING: HEALTH MANAGEMENT OF THE ADULT
Nursing: Health Management Of The Adult
NSG 315
CLINICAL NURSING: HEALTH MANAGEMENT OF THE ADULT (LAB FEE)
Clinical Nursing: Health Management Of The Adult (lab Fee)

NSG 316
NURSING: CARE DELIVERY FOR FAMILY IN THE COMMUNITY (PERMISSION REQUIRED)
Nursing: Care Delivery For Family In The Community (permission Required)

NSG 317
CLINICAL NURSING: HEALTH CARE DELIVERY FOR FAMILY IN THE COMMUNITY (COREQ)
Clinical Nursing: Health Care Delivery For Family In The Community (coreq)

NSG 318
NURSING: HEALTH CARE DELIVERY OF THE ADULT (SPECIAL PERMISSION REQUIRED)
Nursing: Health Care Delivery Of The Adult (special Permission Required)

NSG 319
CLINICAL NURSING: HEALTH CARE DELIVERY OF THE ADULT (SPECIAL PERMISSION)
Clinical Nursing: Health Care Delivery Of The Adult (special Permission)

NSG 320
NURSING: MENTAL HEALTH PROMOTION
Nursing: Mental Health Promotion

NSG 321
CLINICAL NURSING: MENTAL HEALTH PROMOTION (CONCURRENT REG IN NSG 320 REQUIRED)
Clinical Nursing: Mental Health Promotion (concurrent Reg In Nsg 320 Required)

NSG 322
BASIC PATHOPHYSIOLOGY AND PHARMACOLOGY
The integration of principles from biology, chemistry, psychology, and sociology provide the framework for an examination of life processes in the human macro and microenvironment as rhythmic, diverse, negentropic and continuous. The nursing role in facilitating safe, effective pharmacotherapy is emphasized.

NSG 323
HEALTH AND NUTRITION ACROSS THE LIFE SPAN II
Integration of principles from the natural, behavioral and social sciences provides the framework for describing and explaining life processes with emphasis on the human macro-environment as rhythmic, diverse, negentropic and continuous. These principles are used to critically examine health research and public health information in the areas of wellness across the lifespan, the role of nutrition and health, aging, learning, stress, and risk.

NSG 324
NURSING: ADVANCED HEALTH MANAGEMENT OF ADULTS
Nursing: Advanced Health Management Of Adults

NSG 325
CLINICAL NURSING: ADVANCED HEALTH MANAGEMENT OF ADULTS (COREQ: NSG 324)
Clinical Nursing: Advanced Health Management Of Adults (coreq: Nsg 324)

NSG 326
NURSING: HEALTH CARE DELIVERY FOR THE FAMILY IN THE COMMUNITY
Nursing: Health Care Delivery For The Family In The Community

NSG 327
CLINICAL NURSING: HEALTH CARE DELIVERY FOR THE FAMILY IN THE COMMUNITY
Clinical Nursing: Health Care Delivery For The Family In The Community

NSG 328
PRINCIPLES OF RESEARCH AND MANAGEMENT IN NURSING (COURSE # INACTIVE 9/1/1992)
Principles Of Research And Management In Nursing (course # Inactive 9/1/1992)

NSG 329
THEORETICAL BASIS OF NURSING PRACTICE (FOR REGISTERED NURSE STUDENTS)
Theoretical Basis Of Nursing Practice (for Registered Nurse Students)

NSG 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.

NSG 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.

NSG 332
PHYSICAL AND PSYCHOSOCIAL ASSESSMENT STRATEGIES
This course is designed to prepare the student to perform comprehensive physical assessments and mental status exams of the individual in the context of their family and community. (Laboratory fee required).
PREREQUISITE(S): Completion of all LA&S courses except for NSG 377 & 380 and ACT-PEP exams or equivalent.

NSG 335
LESBIAN HEALTH MATTERS [SSMW]
This course explores the unitary processes and experiences of health and quality of life for lesbians in diverse communities and with a range of identification and orientation. The idea that homophobia exists and serves as a significant barrier to access and to maintenance of health for lesbians underpins the course. The course uses multiple forms of scientific literature, general literature, film, and art to study the personal, ecological, and socially constructed determinants of health and quality of life. Various feminist, nursing, queer, and post-colonial perspectives on contemporary scientific and social discourse will emphasize linking health and illness with economic, social/cultural, and political dimensions of society. Concepts of personal health patterning, risk reduction, and health promotion will be stressed.

NSG 340
INTRODUCTION TO THE RESEARCH PROCESS (PREREQ: BASIC STATISTICS COURSE)
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 research in nursing and to conduct systematic library research.

NSG 342
INTRODUCTION TO RESEARCH PROCESS
Introduction To Research Process

NSG 343
PROFESSIONAL ROLE DEVELOPMENT
Professional Role Development

NSG 344
PROFESSIONAL ROLE TRANSITION
Professional Role Transition

NSG 345
CLINICAL NURSING: PROFESSIONAL ROLE TRANSITIONS
Clinical Nursing: Professional Role Transitions

NSG 347
SPECIAL TOPICS
SPECIAL TOPICS

NSG 350
LEGAL-ETHICAL DECISION-MAKING IN HEALTH AND HUMAN SERVICES
This course explores legal and ethical frameworks for decision-making in clinical practice.
This course explores legal and ethical frameworks for decision-making in clinical practice.

NSG 360
THE PROFESSIONAL NURSE AS TEACHER
The changing nature of health care in the United States requires people to have and be able to use increasingly complex information. Teaching is one of the core talents of the professional nurse. This course provides an overview of specific content and strategies basic to the teaching/learning process in health promotion.

NSG 370
MULTICULTURALISM IN HEALTH AND HUMAN SERVICES (CROSS-LISTED AS NSG 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.

NSG 372
THE PROFESSIONAL NURSE AS CASE MANAGER (PREREQ: COMPLETION OF LAS COURSES AND ACT-PEP EXAMS)
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. PREREQ(S): completion of LAS required courses and ACT-PEP exams

NSG 373
PRACTICUM: THE PROFESSIONAL NURSE AS CASE MANAGER (PREREQ OR COREQ: NSG 372)
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. PREREQ(S): NSG 372 COREQ(S): (or NSG 372)

NSG 376
THE PROFESSIONAL NURSE AS COMMUNITY CASE MANAGER (COREQ: NSG 377)
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. Prerequisite: NSG 332 and Corequisite: NSG 377

NSG 377
PRACTICUM: PROFESSIONAL NURSE AS COMMUNITY CASE MANAGER (COREQ: NSG 376)
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. COREQ(S): NSG 376

NSG 380
UNDERGRADUATE SYNTHESIS (PREREQ(S): NSG 372 AND NSG 373)
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. PREREQ(S): NSG 372 and NSG 373

NSG 399
INDEPENDENT STUDY (VARIABLE CREDIT) (NOTE: BY DEPARTMENT PERMISSION ONLY)
INDEPENDENT STUDY (VARIABLE CREDIT) (NOTE: BY DEPARTMENT PERMISSION ONLY)
PAX 200
INTRODUCTION TO PEACE, CONFLICT RESOLUTION AND SOCIAL JUSTICE
A survey of key issues in the study of violence, conflict and its peaceful resolution including an examination of nonviolence as a philosophy and as a technique of action and social change. The course treats aggression, oppression, and nationalism as particularly problematic in an increasingly global human community. The course introduces key concepts in peace studies (positive and negative peace, structural and direct violence, the analysis of conflict) and demonstrates the links with other parallel concerns (minority issues, women's issues, social change, international relations). In addition to traditional methods of instruction, this course will rely on students working at designated community service organizations which will be treated as one of the central learning resources in the course.

PAX 230
SOCIAL JUSTICE AND SOCIAL CHANGE [SSMW]
An exploration of the mutual interdependence of social justice and non-violence, understanding it as a strategy for social change and a vision for social concord.

PAX 250
TOPICS IN PEACE, CONFLICT RESOLUTION AND SOCIAL JUSTICE
A workshop covering practical instruction in mediation, conflict resolution, and nonviolent methods for promoting social change.

PAX 392
INTERNSHIP IN PEACE STUDIES
The Peace Studies Internship exposes students to practical learning experiences in non-profit and government agencies through an intensive internship.

PAX 399
INDEPENDENT STUDY
The content and evaluation methods for this course are negotiated by the student with an individual faculty member. Only open to students of Junior or Senior standing. PREREQUISITE: Permission of the Director.

Performance

PRF 111
ACTING I
Acting I (4 quarter hours) First course in a 3 course sequence. Intensive work with Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.
PRF 112
ACTING I
Acting I (4 quarter hours)  Second course in a 3 course sequence.  Intensive work with Spolin-based improvement in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.  PREREQUISITE: PRF 111.

PRF 113
ACTING I
Acting I (4 quarter hours)  Third course in a 3 course sequence.  Intensive work with Spolin-based improvement in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.  PREREQUISITE: PRF 112.

PRF 121
MOVEMENT I
Movement I (4 quarter hours)  First course in a 3 course sequence.  Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

PRF 122
MOVEMENT I
Movement I (4 quarter hours)  Second course in a 3 course sequence.  Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.  PREREQUISITE: PRF 121.

PRF 123
MOVEMENT I
Movement I (4 quarter hours)  Third course in a 3 course sequence.  Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.  PREREQUISITE: PRF 122.

PRF 131
VOICE AND SPEECH I
Voice & Speech I (4 quarter hours)  First course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.

PRF 132
VOICE AND SPEECH I
Voice & Speech I (4 quarter hours)  Second course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.  PREREQUISITE: PRF 131.

PRF 133
VOICE AND SPEECH I
Voice & Speech I (4 quarter hours)  Third course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.  PREREQUISITE: PRF 132.

PRF 211
ACTING II (PREREQ: PRF 113)
Acting II (4 quarter hours)  First course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre. PREREQUISITE (S): PRF 113.

PRF 212
ACTING II (PREREQ: PRF 211)
Acting II (4 quarter hours) Second course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre. PREREQUISITE(S): PRF 211.

PRF 213
ACTING II (PREREQ: PRF 212)
Acting II (4 quarter hours)  Third course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre. PREREQUISITE(S): PRF 212.

PRF 214
MAKE-UP
Make-Up (2 quarter hours)  First course in a 3 course sequence. 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.

PRF 215
MAKE-UP
Make-Up (2 quarter hours)  Second course in a 3 course sequence. 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. PREREQUISITE: PRF 214.

PRF 216
MAKE-UP
Make-Up (2 quarter hours)  Third course in a 3 course sequence. 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. PREREQUISITE: PRF 215.

PRF 221
MOVEMENT II (PREREQ: PRF 123)
Movement II (2 quarter hours)  Fall and Winter Quarters. Focus will be on full body awareness through Feldenkrais’ (and other) movement lessons and through the study of anatomy. Emphasis will be placed on recognizing limiting patterns of response in the self (including inappropriate tensions) and moving beyond those to increase the physical choices and alternatives available to the student. Work is begun on the dynamics of movement and on embodying a role. PREREQUISITE(S): PRF 123.

PRF 222
MOVEMENT II (PREREQ: PRF 221)
Movement II (2 quarter hours)  Fall and Winter Quarters. Focus will be on full body awareness through Feldenkrais’ (and other) movement lessons and through the study of anatomy. Emphasis will be placed on recognizing limiting patterns of response in the self (including inappropriate tensions) and moving beyond those to increase the physical choices and alternatives available to the student. Work is begun on the dynamics of movement and on embodying a role. PREREQUISITE(S): PRF 221.

PRF 223
MOVEMENT II (PREREQ: PRF 222)
Movement II (2 quarter hours)  Spring Quarter. Actors will continue to develop material from previous movement classes, now placing specific focus on combining imaginative work with skill work to explore the realization of dynamics, rhythm, space and flow of energy. Techniques will be used to aid the actor physicalize inner needs, wants and intentions demanded by various roles. PREREQUISITE(S): PRF 222.

PRF 231
VOICE AND SPEECH II (PREREQ: PRF 133)
Voice & Speech II (2 quarter hours)  Fall Quarter. Actors are introduced to the progression of voice exercised in Kristin Linklater's Freeing the Natural Voice. The focus of the class is on developing techniques that foster the connection between the acting impulse and the voice. PREREQUISITE(S): PRF 133.

PRF 232
VOICE AND SPEECH II (PREREQ: PRF 231)
Voice & Speech II (2 quarter hours)  Winter Quarter. Actors explore the second half of the Linklater voice progression. The focus is on developing each actor's full vocal range. In addition to the voice exercises, students work on a variety of texts chosen to support their growing acquisition of skills. PREREQUISITE(S): PRF 231.
PRF 233
VOICE AND SPEECH II (PREREQ: PRF 232)
Voice & Speech III (2 quarter hours) Spring Quarter. The focus is on speech. Clarity of articulation and effective use of vowels is developed by learning the International Phonetics Alphabet. PREREQUISITE(S): PRF 232.

PRF 261
INTRODUCTION TO PERFORMANCE
Introduction To Performance (3 quarter hours) First course in a 3 course sequence. 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.

PRF 262
INTRODUCTION TO PERFORMANCE
Introduction To Performance (3 quarter hours) Second course in a 3 course sequence. 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. PREREQUISITE: PRF 261.

PRF 263
INTRODUCTION TO PERFORMANCE
Introduction To Performance (3 quarter hours) Third course in a 3 course sequence. 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. PREREQUISITE: PRF 262.

PRF 281
STAGE COMBAT
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.

PRF 290
PERFORMANCE WORKSHOP FOR NON-MAJORS (ARTS AND LITERATURE) (PREREQ: NON THEATRE STUDENTS MAY ATTEND)
Performance Workshop (4 quarter hours) Students work on basic performance skills through individual and group exercises in acting, voice and speech and movement. PREREQUISITE(S): Can be taken by non-Theatre School students.

PRF 311
ACTING III (PREREQ: PRF 213)
Acting III (2 quarter hours) First course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes. PREREQUISITE(S): PRF 213.

PRF 312
ACTING III (PREREQ: PRF 311)
Acting III (2 quarter hours) Second course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes. PREREQUISITE(S): PRF 311.

PRF 313
ACTING III (PREREQ: PRF 312)
Acting III (2 quarter hours) Third course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes. PREREQUISITE(S): PRF 312.

PRF 314
ACTING LABORATORY
Acting laboratory. First course in a 3 course sequence.

PRF 315
ACTING LABORATORY
Acting laboratory. Second course in a 3 course sequence.
PRF 316
ACTING LABORATORY
Acting laboratory. Third course in a 3 course sequence.

PRF 318
TECHNIQUE
Technique (1 quarter hour) First course in a 2 course sequence. 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.

PRF 319
TECHNIQUE
Technique (1 quarter hour) Second course in a 2 course sequence. 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.

PRF 321
MOVEMENT III (PREREQ: PRF 223)
Movement III (2 quarter hours) Fall and Winter Quarters. Actors will continue to build their vocabulary of effort/shape techniques, thereby helping them expand range of choice in physical shape and action for role work. Period dances, manners and clothing will be explored to help the students physically connect to the period and/or style work explored in acting and voice class. PREREQUISITE(S): PRF 223.

PRF 322
MOVEMENT III (PREREQUISITE(S):PRF 321)
Movement III (2 quarter hours) Fall and Winter Quarters. Actors will continue to build their vocabulary of effort/shape techniques, thereby helping them expand range of choice in physical shape and action for role work. Period dances, manners and clothing will be explored to help the students physically connect to the period and/or style work explored in acting and voice class. PREREQUISITE(S): PRF 321.

PRF 323
MOVEMENT III (PREREQ: PRF 322)
Movement III (2 quarter hours) Spring Quarter. Actors will continue to further the work in period dances and manners with an emphasis on the student taking greater control of this research and its implementation into acting. Imaginative use of self is channeled through character mask work which is then applied to Shakespearean scenes. Full body awareness through movement lessons is continued. PREREQUISITE: PRF 322.

PRF 331
VOICE AND SPEECH III (PREREQ: PRF 233)
Voice & Speech III (2 quarter hours) Fall Quarter. Breathwork, vocal sounding, and physical alignment are focused on the poetry of Walt Whitman. PREREQUISITE(S): PRF 233.

PRF 332
VOICE AND SPEECH III (PREREQ: PRF 331)
Voice & Speech III (2 quarter hours) Winter Quarter. An introduction to dialect study includes an exploration of the actor's own idiolect and the acquisition of several dialects, including American Southern, Irish, and varieties of British. PREREQUISITE(S): PRF 331.

PRF 333
VOICE AND SPEECH III (PREREQ:PRF 332)
Voice & Speech III (2 quarter hours) Spring Quarter. Speech work centers on verse speaking and character transformation through vigorous exploration of dramatic texts. Playwrights may include Moliere, Shaw and Howard Barker. PREREQUISITE(S): PRF 332.

PRF 361
REHEARSAL AND PERFORMANCE I
Rehearsal & Performance I (6 quarter hours) First course in a 3 course sequence. 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.

PRF 362
REHEARSAL AND PERFORMANCE I
Rehearsal & Performance I (6 quarter hours) Second course in a 3 course sequence. 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. PREREQUISITE: PRF 361.

PRF 363
REHEARSAL AND PERFORMANCE I
Rehearsal & Performance I (6 quarter hours) Third course in a 3 course sequence. 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. PREREQUISITE: PRF 362.

PRF 374
DIRECTING
Directing (4 quarter hours) First course in a 3 course sequence. 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.

PRF 375
DIRECTING
Directing (4 quarter hours) Second course in a 3 course sequence. 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. PREREQUISITE: PRF 374.

PRF 376
DIRECTING
Directing (4 quarter hours) Third course in a 3 course sequence. 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. PREREQUISITE: PRF 375.

PRF 380
Advanced Performance Workshop for Non-Majors
This course is a continuation of PRF 290 and will allow students who have completed the introductory course further exploration in performance by applying basic acting skills to the presentation of short plays and scenes from modern dramatic literature. PREREQ: PRF 290.

PRF 390
IMPROVISATION
Improvisation (4 quarter hours) This workshop for graduating performance students is designed to renew the student's relationship with the foundation of the training program: Spolin-based improvisational work. There is a particular emphasis on the use of the games as a stimulus for spontaneity, strong playing relationships and trouble shooting within the rehearsal process.

PRF 399
INDEPENDENT STUDY: PERFORMANCE
Independent Study

PRF 411
ACTING IV (PREREQ: PRF 313)
Acting IV (2-4 quarter hours) First course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues. PREREQUISITE(S): PRF 313.

PRF 412
ACTING IV (PREREQ: PRF 411)
Acting IV (2-4 quarter hours) Second course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues. PREREQUISITE(S): PRF 411.
PRF 413
ACTING IV (PREREQ: PRF 412)
Acting IV (2-4 quarter hours) Third course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues. PREREQUISITE(S): PRF 412.

PRF 414
AUDITION
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 The Graduate Showcase, when students audition for an audience of invited agents, casting directors, and directors.

PRF 415
AUDITION
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 The Graduate Showcase, when students audition for an audience of invited agents, casting directors, and directors.

PRF 416
GRADUATE SHOWCASE
Graduate Showcase (2 quarter hours) Through the rehearsal process, undergraduate acting majors prepare monologues and scenes, culminating ultimately in a showcase for an invited audience of casting directors, agents, and directors.

PRF 417
NEW PLAY WORKSHOP
New Play Workshop (4 quarter hours) A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

PRF 418
NEW PLAY WORKSHOP
New Play Workshop (4 quarter hours) A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

PRF 419
NEW PLAY WORKSHOP
New Play Workshop (4 quarter hours) A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

PRF 420
ACTING FOR THE CAMERA
Acting for the Camera (2 quarter hours) "Film acting" prepares the student for the professional world in front of the camera(s). The student learns the different techniques between stage and film, between soaps, sitcoms, commercials, and features. The student is also exposed to life on the set, contracts, agents, managers and steps to finding work. This class is a bridge for the student for the student from the classroom to the professional world.

PRF 421
MOVEMENT IV (PREREQ: PRF 323)
Movement IV (2 quarter hours) The technique of movement to music will be used to: Stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression, and strengthen and condition the body. PREREQUISITE(S): PRF 323.
PRF 422
MOVEMENT IV
Movement IV (2 quarter hours) The technique of Movement to Music will be used to: Stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression, and strengthen and condition the body. PREREQUISITE(S): PRF 421.

PRF 423
MOVEMENT IV (PREREQ: PRF 421)
Movement IV (2 quarter hours) This quarter the student will explore African dance, including West African dance styles, songs and rhythms, different ethnic groups from which the dances and songs originated, and the relationship between various West Africa tribal rhythms and movements. PREREQUISITE(S): PRF 421.

PRF 431
VOICE AND SPEECH IV
Voice and Speech IV (2 quarter hours) Fall and Winter Quarters. Continued development of skills designed to assist the student with a comfortable transition to the professional world through and approach to singing. PREREQUISITE(S): PRF 333.

PRF 432
VOICE AND SPEECH IV
Voice and Speech IV (2 quarter hours) Fall and Winter Quarters. Continued development of skills designed to assist the student with a comfortable transition to the professional world through and approach to singing. PREREQUISITE(S): PRF 431.

PRF 433
VOICE AND SPEECH IV
Voice and Speech IV (2 quarter hours) Spring Quarter. The course is designed to continue the development of professional skills through the study of voiceover. PREREQUISITE(S): PRF 432.

PRF 434
ADVANCED SCENE STUDY
Advanced Scene Study (2-4 quarter hours) A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

PRF 435
ADVANCED SCENE STUDY
Advanced Scene Study (2-4 quarter hours) A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

PRF 436
ADVANCED SCENE STUDY
Advanced Scene Study (2-4 quarter hours) A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

PRF 461
REHEARSAL AND PERFORMANCE II
Rehearsal and Performance II (6 quarter hours) Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.

PRF 462
REHEARSAL AND PERFORMANCE II
Rehearsal and Performance II (6 quarter hours) Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.
PRF 463
REHEARSAL AND PERFORMANCE II
Rehearsal and Performance II (6 quarter hours) Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.

PRF 471
SEMINAR: SPECIAL TOPICS IN DIRECTING
According to the expertise of faculty and the needs and interests of advanced students, this course deals variously with selected topics in stage directing, including the history and development of stage directing as an independent art form, directing theory, and directing methodology.

Performing Arts Management

Undergraduate Course Descriptions • P & Q • Performing Arts Management

Performing Arts Management

PAM 200
INTRODUCTION TO THE BUSINESS OF MUSIC (PREREQ: MUSIC & COMMERCE STUDENTS OR PERMISSION. (2 credits) A study of contracts for artists, agents, managers, and producers, and an investigation of copyrights; BMI, ASCAP, and unions. PREREQUISITE(S): School of Music and College of Commerce students only. Other college enrollment is open only by permission of the instructor.

PAM 301
PERFORMING ARTS MANAGEMENT I: INTRODUCTION TO PERFORMING ARTS MANAGEMENT (PREREQUISITE: MUS 330)
Through lecture, discussion and projects, the student learns about styles of arts administration and contemporary issues facing artists, the history of arts administration in America and opportunities for careers in the arts. Prerequisite: MUS 330. Open only to Music students.

PAM 302
PERFORMING ARTS MANAGEMENT II: FINANCIAL MANAGEMENT AND AUDIENCE DEVELOPMENT (PREREQUISITE: PAM 301)
Through lecture, discussion and projects, the student learns about producing and presenting organizations and not-for-profit organizational structures, strategic planning, financial management and audience development. Other topics include choosing a season and managing ticket sales. Prerequisite: PAM 301. Open only to Music students.

PAM 303
PERFORMING ARTS MANAGEMENT III: MARKETING FOR THE ARTS (PREREQUISITE: PAM 302)
Through lecture, discussion and projects, the student learns about styles of performing arts administration, the history of arts management, and companies with a variety of management structures. The course focuses financial management, marketing and ticket sales, promotion, arts advocacy, fund raising, and strategies for board development in American not-for-profit arts organizations.

PAM 304
PERFORMING ARTS MANAGEMENT IV: INSTITUTIONAL ADVANCEMENT & COMMUNITY ENGAGEMENT (PREREQUISITE: 303)
This course focuses on institutional advancement and community engagement. Topics covered include forming partnerships, community outreach and engagement, board development, fund raising, and donor cultivation.

PAM 360
TOPICS IN PERFORMING ARTS MANAGEMENT (PREREQ: PAM 200. SCHOOL OF MUSIC & COMMERCE STUDENTS ONLY)
An in-depth investigation of topics introduced in PAM 200. These courses include Marketing for the Arts, Career Development, Legal Issues, and Arts Management. PREREQUISITE(S): PAM 200.

PAM 398
PERFORMING ARTS MANAGEMENT INTERNSHIP
The internship provides the student with an experiential opportunity to learn by working with professionals in the Performing Arts Management and/or Music Business industries.

PAM 399
INDEPENDENT STUDY

Philosophy

Undergraduate Course Descriptions ∙ P & Q ∙ Philosophy

Philosophy

PHL 100
PHILOSOPHY AND ITS ISSUES (PHILOSOPHICAL INQUIRY)
An introduction to basic philosophical concepts, methods, and problems.

PHL 200
ETHICAL THEORIES (PHILOSOPHICAL INQUIRY)
Selected readings to acquaint students with different approaches to ethics.

PHL 202
PHILOSOPHY OF GOD (PHILOSOPHICAL INQUIRY)
An investigation of the ways in which philosophers have talked about, and argued for or against, God.

PHL 204
PHILOSOPHY AND EXISTENTIAL THEMES (PHILOSOPHICAL INQUIRY)
A study of the principal ideas regarding the human condition developed in existential literature: death, absurdity, alienation, freedom, God, authenticity.

PHL 206
TOPICS AND CONTROVERSIES
A study of selected topics and controversies.

PHL 208
VALUES AND PERSONS (PHILOSOPHICAL INQUIRY)
A study of the connections between different conceptions of selfhood and different ethical, political and aesthetic values.

PHL 229
BIOMEDICAL ETHICS (PHILOSOPHICAL INQUIRY) (CROSS-LISTED AS REL 229)
Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspective of Religious Studies and Philosophy.

PHL 230
CONTEMPORARY ISSUES IN ETHICS [PI]
This course will examine a range of ethical issues of contemporary concern, such as abortion, euthanasia, and capital punishment.

PHL 231
PHILOSOPHY AND THE QUESTION OF RACE (PHILOSOPHICAL INQUIRY)
A philosophical inquiry into such issues as racism, anti-Semitism, genocide.
PHL 232
WHAT IS FREEDOM? (PHILOSOPHICAL INQUIRY)
This course will investigate various conceptions of freedom, and will consider in particular the difference between freedom and "doing or saying whatever you wish."

PHL 233
ISSUES IN SEX AND GENDER (PHILOSOPHICAL INQUIRY)
A philosophical investigation into the nature of sex and gender and the role they play in defining human identity.

PHL 234
PHILOSOPHY AND MODERN SOCIETY [PI]
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.

PHL 235
PHILOSOPHY AND THE ENVIRONMENT (PHILOSOPHICAL INQUIRY)
A philosophical study of our environment, the nature of nature, the ecosystem, and the planet.

PHL 236
PHILOSOPHY AND THE CITY (PHILOSOPHICAL INQUIRY)
This course examines the meaning of the city for philosophy and the meaning of urbanization for the formation of values.

PHL 237
PHILOSOPHY, CONFLICT AND PEACE (PHILOSOPHICAL INQUIRY)
A philosophical reflection upon the causes of war and the possibilities for peace.

PHL 238
PHILOSOPHY AND WOMEN [PI]
An examination of the unique contribution which women have made, and can make, to philosophy and the study of values.

PHL 239
PHILOSOPHIES OF AFRICA
Philosophies Of Africa

PHL 240
LOVE, HATRED AND RESENTMENT (PHILOSOPHICAL INQUIRY)
A phenomenological inquiry into these three powerful emotional states.

PHL 241
ETHICS AND PUBLIC POLICY (PHL INQUIRY)
A study of the ways in which ethics can assist us in thinking about matters of public policy.

PHL 242
PHILOSOPHY AND TECHNOLOGY [PI]
Philosophy And Technology

PHL 243
PHILOSOPHY AND FILM [PI]
A study of philosophical themes that arise in films.

PHL 244
PHILOSOPHICAL THEOLOGY (CROSS-LISTED AS CTH 242)
An introduction to the interactions of philosophy and Christian theology.

PHL 245
REASON AND SOCIETY (PHILOSOPHICAL INQUIRY)
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.
PHL 246
SURVEY OF BLACK AESTHETIC THOUGHT [CROSS-LISTED W/ABD 234] [PI]
This course examines the history of the aesthetic thought that has emerged from the minds of Black creative intellectuals in the United States and globally.

PHL 248
BUSINESS ETHICS (PHIL INQUIRY)(CROSS-LISTED W/MGT 248)
An examination of various ethical and moral issues arising in contemporary business and its activities which affect our society and the world.

PHL 250
JUNIOR YEAR EXPERIENTIAL LEARNING/SERVICE LEARNING
Junior Year Experiential Learning

PHL 261
GENDER AND VALUES
An investigation of the philosophical and experiential sides of gender and the values implicit in these.

PHL 262
BLACK FEMINIST THEORIES [PI]
A study of the issues raised by black feminist and womanist writers both in the United States and globally.

PHL 263
PHILOSOPHY AND WOMEN OF COLOR [PI]
An examination of the philosophical work of women of color, from a variety of ethnic, national, and global contexts.

PHL 264
PHILOSOPHY AND POSTCOLONIALITY [PI]
An investigation of the central issues in the work that protests the colonial conditions in the United States and globally.

PHL 280
CRITICAL THINKING [PI]
A study of argumentation as it occurs in everyday life, the media, etc.

PHL 281
BASIC LOGIC
A study of fundamental logical concepts and techniques, methods of argument, and ways of detecting fallacies.

PHL 282
SYMBOLIC LOGIC I
Symbolic Logic

PHL 283
SYMBOLIC LOGIC II (PREREQUISITE(S): PHL 282)
A study of the methods and techniques of formulating and evaluating arguments with the help of symbolic notation. (Prerequisite(s): PHL 282

PHL 287
INTRODUCTION TO ASIAN PHILOSOPHIES [PI]
An introduction to Asian Philosophy, examining some of the central philosophical issues and movements in Asian thought, such as Hinduism, Buddhism, Confucianism, and Daoism.

PHL 290
PHILOSOPHIES OF GENDER [PREREQUISITE(S): PHL 100]
A philosophical investigation into the concepts of sex and gender as categories of identity and their relation to philosophical knowledge.

PHL 291
MORAL PHILOSOPHY (PREREQ(S): PHL 100)
A philosophical investigation of ethical issues and theories. PREREQUISITE(S): PHL 100)
PHL 292
PROSEMINAR IN PHILOSOPHICAL WRITING (PREREQ(S): PHL 100)
Proseminar in philosophical writing. Prerequisite(s): PHL 100

PHL 293
ANCIENT PHILOSOPHY [FORMERLY PHL 310] (PREREQ: PHL 100) [PI]
A study of selected thinkers and issues from ancient Greece. PREREQUISITE(S):PHL 100

PHL 294
MEDIEVAL PHILOSOPHY (PREREQ(S): PHL 100)
A study of selected thinkers and issues from the Medieval period. PREREQUISITE(S): PHL 100

PHL 295
EARLY MODERN PHILOSOPHY (PHILOSOPHICAL INQUIRY) (PREREQ: PHL 100)
A study of some of the main philosophers and philosophical movements from the 17th and 18th centuries. PREREQUISITE(S):PHL 100

PHL 296
KANT & 19TH CENTURY PHILOSOPHY [FORMERLY PHL 313] [PREREQ(S): PHL 100] [PI]
A study of Kant and some of the most influential thinkers of the 19th century. PREREQUISITE(S):PHL 100

PHL 297
20TH CENTURY PHILOSOPHY (PREREQ: PHL 100)
A study of selected thinkers and issues from the 20th century. PREREQUISITE(S): PHL 100

PHL 314
SURVEY OF ETHICS (PHILOSOPHICAL INQUIRY) (PREREQ: PHL 100)
An intensive study of the broad range of the history of and approaches to ethics. PREREQUISITE(S):PHL 100

PHL 315
SURVEY OF POLITICAL PHILOSOPHY (PHILOSOPHICAL INQUIRY) (PREREQ: PHL 100)
An intensive study of the broad range of the history of and approaches to political philosophy. PREREQUISITE(S):PHL 100

PHL 320
METAPHYSICS (PREREQ: PHL 100)
A critical examination of selected metaphysical systems and issues. PREREQUISITE(S):PHL 100

PHL 321
EPISTEMOLOGY (PREREQ: PHL 100)
An investigation of some of the central issues in the philosophy of knowledge, including the nature of knowledge, truth and certainty. PREREQUISITE(S):PHL 100

PHL 322
PHILOSOPHY OF LANGUAGE (PREREQ: PHL 100)
An investigation into the nature of language and its significance for philosophical inquiry. PREREQUISITE(S):PHL 100

PHL 325
BASIC CONCEPTS OF PHENOMENOLOGY (PREREQ: PHL 100)
This course emphasizes the principal themes of such thinkers as Husserl, Merleau-Ponty and Heidegger. PREREQUISITE(S):PHL 100

PHL 327
TOPICS IN ETHICS [PREREQ(S): PHL 100]
A focused discussion of specific issues in moral and ethical philosophy. PREREQUISITE(S):PHL 100

PHL 328
TOPICS IN ECONOMIC, SOCIAL AND POLITICAL PHILOSOPHY (PREREQ: PHL 100)
A focused discussion of specific issues in economic, social and political philosophy. PREREQUISITE(S):PHL 100

PHL 330
PHL 330
JUNIOR HONORS OPTION
Junior Honors Option

PHL 340
PHILOSOPHY OF RELIGION (RD: REL/ETHICAL QUESTIONS) (PREREQ: PHL 100)
A study into the significance of religious phenomena for philosophy. PREREQUISITE(S): PHL 100

PHL 341
AESTHETICS (PREREQ: PHL 100)
A study of the relationship of philosophy and the arts, with a critical appraisal of theories of beauty.
PREREQUISITE(S): PHL 100

PHL 342
PHILOSOPHY OF LAW (PREREQ: PHL 100)
An examination of fundamental legal concepts, and particularly of the concept of law itself.
PREREQUISITE(S): PHL 100

PHL 343
PHILOSOPHIES OF PUNISHMENT
An examination of theories of punishment, particularly the two dominant western concepts of retributive and rehabilitative.

PHL 350
PHILOSOPHY AND THE NATURAL SCIENCES
Philosophy And The Natural Sciences

PHL 353
PHILOSOPHY AND HISTORY (CROSS-LISTED AS HST 261) (PREREQ: PHL 100)
A study of some of the most significant theories of history. PREREQUISITE(S): PHL 100

PHL 354
PHILOSOPHY AND PSYCHOLOGY (PREREQ: PHL 100)
A philosophical inquiry into the nature and history of psychology, psychoanalysis, and psychotherapy.
PREREQUISITE(S): PHL 100

PHL 355
THEORIES OF INTERPRETATION (CROSS-LISTED AS CTH 336) (PREREQ: PHL 100)
Philosophical hermeneutics and Biblical interpretation. PREREQUISITE(S): PHL 100

PHL 356
TOPICS IN POSTMODERNISM (PREREQ(S): PHL 100)
A philosophical study of selected themes concerning the condition of, and works about, postmodernity. Prerequisite(s): PHL 100

PHL 357
TOPICS IN PSYCHOANALYSIS (PREREQ(S): PHL 100)
Selected philosophical issues in psychoanalysis, for example, from early writers like Janet through contemporary theorists such as Irigaray. Prerequisite(s): PHL 100

PHL 360
GREEK PHILOSOPHY (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 361
PLATO (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 362
ARISTOTLE (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 363
MEDIEVAL AND RENAISSANCE PHILOSOPHY (PREREQ: PHL 100)
MEDIEVAL AND RENAISSANCE PHILOSOPHY (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 364
17TH AND 18TH CENTURY RATIONALISM (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 365
17TH AND 18TH CENTURY EMPIRICISM (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 366
DESCARTES (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 367
THE ENLIGHTENMENT (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 368
GERMAM IDEALISM
Germam Idealism

PHL 369
KANT (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 370
HEGEL (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 371
19TH CENTURY PHILOSOPHY
19Th Century Philosophy

PHL 372
MARX (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 373
NIETZSCHE (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 375
PHENOMENOLOGY AND EXISTENTIALISM (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 376
AMERICAN PHILOSOPHY (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 377
PHILOSOPHY AND DECONSTRUCTION (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 378
ANALYTIC PHILOSOPHY (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 379
EASTERN THOUGHT
Eastern Thought

PHL 380
PHL 380
SELECTED FIGURES AND TEXTS (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

PHL 381
DRAMATIC THEORY: TRAGEDY (CROSS-LISTED AS THE 224) (PREREQ: PHL 100)
A study of some of the main philosophical theories of tragedy together with readings of some of the most important ancient and modern tragedies. PREREQUISITE(S): PHL 100

PHL 382
DRAMATIC THEORY: COMEDY (CROSS-LISTED AS THE 225) (PREREQ: PHL 100)
A study of some of the main philosophical theories of comedy together with readings of some of the most important ancient and modern comedies. PREREQUISITE(S): PHL 100

PHL 383
PHILOSOPHICAL THEMES IN LITERATURE (PREREQ: PHL 100)
An investigation of philosophical topics as they appear in fiction, drama, and poetry. PREREQUISITE(S): PHL 100

PHL 384
FEMINIST ETHICS (PREREQ: PHL 100)
A study and critique of various feminist theories of ethics. PREREQUISITE(S): PHL 100

PHL 385
FEMINIST PHILOSOPHIES (PREREQUISITE: PHL 100)
A study and critique of issues related to women and of their philosophical presuppositions and consequences. PREREQUISITE(S): PHL 100

PHL 386
PHILOSOPHIES OF AFRICA (PREREQ: PHL 100)
A study of patterns of philosophical thinking from the African continent. PREREQUISITE(S): PHL 100

PHL 387
TOPICS IN ASIAN PHILOSOPHY
Focuses on a particular issue, figure, or period in Asian philosophy. Topics will vary according to instructor.

PHL 388
TOPICS IN COMPARATIVE PHILOSOPHY
Draws on philosophies from different cultures to explore philosophical issues from a comparative perspective. Topics and areas will vary according to instructor.

PHL 389
LATIN AMERICAN PHILOSOPHY
What does it mean to speak of Latin American philosophy? What is the difference between merely doing philosophy in Latin America and doing Latin American philosophy? These are issues that some thinkers in Latin America grapple with. This course will explore the history and nature of Latin American philosophy. Moreover, we shall examine some of the reasons why, in sharp contrast to the European and Anglo-American philosophical traditions, questions of the very existence of an autochthonous Latin American philosophical tradition are heatedly debated both in Latin America and beyond.

PHL 390
SELECTED TOPICS AND CONTROVERSIES

PHL 391
SENIOR SEMINAR
A capstone seminar on selected topics in philosophy, that integrated the goals of the liberal studies program.

PHL 392
TOPICS IN FEMINIST PHILOSOPHY (PREREQ(S): PHL 100)
Selected issues or approaches within feminist work, such as feminist metaphysics, feminist peace theory, particular feminist figures, and the like. Prerequisite(s): PHL 100.

PHL 393
TOPICS IN CRITICAL RACE THEORY (PREREQ(S): PHL 100)
A study of the intersection of issues from critical race theory and feminist/gender studies. Prerequisite(s): PHL 100.

PHL 394
TOPICS IN POSTCOLONIALISM (PREREQ: PHL 100)
Selected philosophical issues in postcolonial writings, such as notions of identity and place, key figures, representation and film, and the like. PREREQUISITE(S): PHL 100

PHL 395
SENIOR THESIS (PREREQUISITE: PERMISSION)
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.

PHL 396
INDIAN PHILOSOPHY (PREREQ(S): PHL 100)
An investigation into various philosophies as they originated in India, for instance, Hinduism substance metaphysics, Buddhist process metaphysics, Charvakan materialism. Prerequisite(s): PHL 100.

PHL 399
INDEPENDENT STUDY (PREREQ: PHL 100)
PREREQUISITE(S): PHL 100

Physical Education

Undergraduate Course Descriptions

Physical Education

PE 111
MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN (FEES)
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 life span, prenatal through adult characteristics will be examined.

PE 121
SWIMMING (FEES)
(2 credits) 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 (PREREQUISITE: PE 121 OR SWIMMING TEST) (FEES)
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(S): PE 121 or swimming test.

PE 151
GYMNASTICS (FEES)
(2 credits) 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 (FEES)
(2 credits) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and
PE 182
VOLLEYBALL (FEES)
(2 credits) Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching.

PE 183
SOCCER=SPEEDBALL (FEES)
(2 credits) 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 (FEES)
(2 credits) Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy.

PE 186
TRACK AND FIELD (FEES)
(2 credits) Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets.

PE 187
BASKETBALL (FEES)
(2 credits) 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 211
BALLET-MODERN DANCE (PREREQUISITE: 111) (FEES)
Ballet-Modern Dance (prerequisite: 111) (fees)

PE 212
TAP-MODERN JAZZ
Tap-Modern Jazz

PE 213
FOLK-SOCIAL DANCE (FEES)
(2 credits) 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 (FEES) (PREREQUISITE: PE 121 OR CONSENT)
Water Safety Instructors. (2 quarter hours.) Methods of teaching swimming, advanced lifesaving, and basic rescue and water safety. Instructor certificate may be earned. PREREQUISITE(S):PE 121 or instructor's approval.

PE 273
HEALTH AND NUTRITION
This course will provide students with an introductory background in nutrition throughout the life span. The study of foods and their effects upon health, development and performance of the individual will be emphasized.

PE 276
TENNIS (FEES)
(2 credits) 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 (FEES)
(2 credits) 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 credits) 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
This course is designed to cover the scope of health services that could be provided through a comprehensive school health program. The school environment, community involvement, and legal/ethical considerations will be emphasized.

PE 305
SEMINAR IN SELECTED HEALTH PROBLEMS
Seminar In Selected Health Problems

PE 306
WOMEN IN SPORT AND PHYSICAL ACTIVITY
Women In Sport And Physical Activity

PE 317
PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL (PREREQ: SEE DESCRIPTION)
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(S): Junior status and 25 hours of Clinical Experience.

PE 341
HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION
This course will review the history of sport, fitness and physical education; the impact that events have had on their development; and how physical education, fitness and the use of sport is influenced by society. Emphasis will be placed on philosophical perspectives and ethical values of this profession, both for the educator and the sport & fitness management employee. Content is devoted to the study and understanding of sport and physical activity within numerous cultures throughout history to support diversity and help students consider the multiple perspectives expressed through the incorporation of sport and physical activity.

PE 345
MANAGEMENT OF INTRAMURAL AND INTERSCHOLASTIC SPORTS
Management Of Intramural And Interscholastic Sports

PE 346
ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS
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 (PREREQ: BIO 201, 202)
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(S): BIO 201 and BIO 202.

PE 352
PHYSIOLOGY OF EXERCISE (PREREQ(S): BIO 201, BIO 202)

PE 360
EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING
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 361
PHYSICAL FITNESS ASSESSMENT AND PROGRAMMING
Physical Fitness Assessment And Programming

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 371
METHODS AND MATERIALS FOR PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL
Methods And Materials For Physical Education In The Elementary School

PE 372
METHODS AND MATERIALS FOR PHYSICAL EDUC CURRICULUM/INSTRUCTION-SECONDARY SCHL
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 373
METHODS OF TEACHING HEALTH IN THE ELEMENTARY SCHOOL
Methods Of Teaching Health In The Elementary School

PE 374
ADAPTED PHYSICAL EDUCATION (PREREQ: BIO 201, BIO 202 OR CONSENT)
Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. PREREQUISITE(S): BIO 201 and BIO 202 or consent of instructor.

PE 378
ELEM STUDENT TEACHING IN PHYSICAL EDU AND SEMINAR (PREREQ(S): APPLICATION AND APPROVAL REQUIRED)
(6 or 12 credits) 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(S): Application and approval required. Open to only DePaul students.

PE 379
SEC STUDENT TEACHING IN PHYSICAL EDU AND SEM (PREREQ(S): APPLICATION AND APPROVAL REQUIRED) (6 or 12 credits) 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(S): Application and approval required. Open only to DePaul students.

PE 380
INTERNERSHIP IN FITNESS MANAGEMENT (PREREQ: SEE PROGRAM ADVISOR AND DESCRIPTION) (12 credits) 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(S): Open only to students who have applied and been accepted by the fitness management program advisor.

PE 384
PHYSICAL EDUCATION CAPSTONE
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective physical education teachers with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. The course is grounded in the School of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program.

PE 390
PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT
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.

PE 392
ADVANCED ATHLETIC TRAINING TECHNIQUES (PREREQ: PE 303)
This is an advanced course dealing with the principles and techniques of prevention, recognition, and treatment of athletic injuries. PREREQUISITE(S): PE 303.

PE 393
THERAPEUTIC MODALITIES AND EXERCISE (PREREQ: PE 392 OR PERMISSION) (4 credits) 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(S): PE 392 or permission of the instructor.

PE 395
CLINICAL OBSERVATION AND PRACTICE IN CORRECTIVE THERAPY
Clinical Observation And Practice In Corrective Therapy

PE 399
INDEPENDENT STUDY (PREREQ: PERMISSION BY PROGRAM COORDINATOR) (1 or 2 credit) PREREQUISITE(S): Permission of program coordinator.

PE 53
SWIM CONDITIONING (FEES)
Swim Conditioning (fees)

PE 57
BADMINTON-TABLE TENNIS (FEES)
Badminton-Table Tennis (fees)

PE 59
ARCHERY
Archery

PE 60
AEROBICS (FEES)
(2 credits) Participation and instruction in the dynamics of body movement through a combination of dance and exercise.

PE 63
KARATE I (FEES)
Karate I (fees)

PE 64
KARATE II (PREREQUISITE: PE 063) (FEES)
Karate II (prerequisite: Pe 063) (fees)

PE 65
RACQUETBALL (FEES)
Racquetball. (2 quarter hours.) Fundamental skills, rules, care of equipment, self testing activities, and participation in a class tournament. Limited enrollment.

PE 66
BEGINNING WEIGHT TRAINING (FEES)
(2 credits) 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 67
RECREATIONAL SPORTS (FEES)
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 70
ADVANCED AEROBICS (PREREQ(S): PE 060 OR CONSENT) (FEES)
(2 credits) Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise combined with dance. PREREQUISITE(S): PE 060 or instructor's approval.

PE 71
FITNESS AND CONDITIONING (FEES)
(2 credits) 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 76
ADVANCED WEIGHT TRAINING (FEES) (PREREQ(S): PE 066 OR CONSENT)
(2 credits) Advanced instruction and participation in the use of free weights and various machines for body building and weight training. PREREQUISITE(S): PE 066 or instructor's approval.

PE 80
RAPE AGGRESSION DEFENSE SYSTEMS (RAD)
This 30-hour self-defense course is open to all female students and teaches awareness, prevention, risk reduction and avoidance techniques. In addition, students will learn the importance of physical fitness and perform exercises designed to improve their speed, physical strength and flexibility to aid them in self-defense. At the end of the course, students will be given the opportunity to test their knowledge and skills in various attack scenarios, under the supervision of at least one certified R.A.D. Basic Physical Defense instructor, in a safe and supportive environment.
Physics

Undergraduate Course Descriptions

Physics

PHY 104
THE SUN AND ITS PLANETS [SI: EL][CANNOT EARN CREDIT FOR PHY 114 ALSO] [PREREQ(S): ISP 120]
Focuses on the development of our knowledge about the Solar System with an emphasis on the origin, structure and motion of the planets and the Sun. Topics include both historical astronomy and our current understanding based on information from spacecraft sent to other planets. Cannot receive credit for both PHY 104 and PHY 114. Lab fee. Prerequisite(s): ISP 120

PHY 110
BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES [SI:QUANT/LAB] [PREREQ(S): ISP 120]
Introduction to analog electronics that develops the basic principles needed to understand consumer electronics. Emphasis is given to audio applications, but the same basic principles are the foundation of modern computer technology. Lab Fee. Prerequisite(s): ISP 120

PHY 114
EXPLORING OTHER WORLDS (SI: LAB) (CANNOT EARN CREDIT FOR PHY 104 ALSO)
Activity-based course that compares the local environment of Earth in the Solar System to worlds and environments elsewhere in the Universe. Cannot receive credit for both PHY 104 and PHY 114. Lab fee. Prerequisite(s): ISP 120.

PHY 120
HOW THINGS WORK (SI: QUANTITATIVE)
This course will develop an understanding of the physics of everyday objects and experiences such as bouncing balls, roller coasters, balloons, thermostats, violins, microwave ovens and sun glasses. The relevant physics concepts will be introduced through demonstrations and simple experiments. Prerequisite(s): ISP 120.

PHY 150
GENERAL PHYSICS I (SI:LAB/QUANTITATIVE) (PREREQ: MAT 131) (LAB FEE)
Mechanics, vibrations and fluids. Laboratory fee. PREREQUISTE(S):MAT 131 or higher placement by the Mathematics Diagnostic Test.

PHY 151
GENERAL PHYSICS II (SI: LAB/QUANT) (PREREQ: PHY 150) (LAB FEE)
Heat, thermodynamics, sound and light. Laboratory fee. PREREQUISTE(S):PHY 150.

PHY 152
GENERAL PHYSICS III (SI: LAB/QUANT) (PREREQ: PHY 151) (LAB FEE)
Electricity, magnetism and modern physics. Laboratory fee. PREREQUISTE(S):PHY 151.

PHY 155
GENERAL PHYSICS (LAB FEE)(SI: LAB/QUANTITATIVE) (PREREQ: MAT 131 OR EQUIVALENT)
Includes Physics 150 plus half of 151. Summer only. 6 hours. Laboratory fee. PREREQUISTE(S):MAT 131 or higher placement by the Mathematics Diagnostic Test.

PHY 156
GENERAL PHYSICS (PREREQ: PHY 155) (SI: LAB/QUANTITATIVE) (LAB FEE)
Includes half of Physics 151 plus 152. Summer only. 6 hours. Laboratory fee. PREREQUISTE(S):PHY 155.

PHY 170
UNIVERSITY PHYSICS I [SI:QUANT/LAB] [COREQ(S): MAT 147 OR MAT 160 OR MAT 170] (LAB FEE)
Mechanics and fluids. Laboratory fee. Autumn. COREQUISTE(S): MAT 147 or MAT 160 or MAT 170.

PHY 171
UNIVERSITY PHYSICS II (SI:LAB/QUANT)  (PREREQ: 170) (COREQ: MAT 161 OR MAT 171 OR MAT 148)(FEE)
Heat, sound and light. Laboratory fee. Winter PREREQUISITE(S):PHY 170 COREQUISITE(S):MAT 161 or 171 or 148.

PHY 172
UNIVERSITY PHYSICS III (SI: LAB/QUANT)  (PREREQ: 171)(COREQ: MAT 162, MAT 172 OR MAT 149) (FEE)
Electricity and magnetism. Laboratory fee. Spring PREREQUISITE(S):PHY 171. COREQUISITE(S):MAT 162 or 172 or 149.

PHY 200
LIGHT AND ATOMS (SI: LAB)
A conceptual treatment of light and matter, which emphasizes the counter-intuitive behavior of atoms, electrons and photons. Topics covered include the electrical nature of matter, wave-particle duality, the uncertainty principle, and philosophical implications. Some applications to technology will also be discussed such as lasers, fiber optic communication, superconductivity, and magnetic storage of data. lab fee. Prerequisite(s): ISP 120.

PHY 204
FRONTIERS OF THE UNIVERSE [SI: EL] [PREREQ(S): ISP 120]
Focuses on the tremendous increase in our understanding of the universe beyond the Solar System that has occurred in recent years. Topics include stellar evolution, the properties of stars, supernova explosions, black holes, galaxies, and the origin of the universe. Prerequisite(s): ISP 120.

PHY 205
EINSTEIN'S PECULIAR IDEAS
A conceptual treatment of Einstein's groundbreaking ideas about space, time, and the nature of reality. Topics covered include special relativity, Einstein's contributions to quantum physics, including his criticisms of its orthodox interpretation, and some aspects of his theory of gravity. Aspects of Einstein's thoughts on social issues will also be briefly discussed. Prerequisite(s): ISP 120.

PHY 206
SOUND AND ACOUSTICS (SI: LAB/QUANT)
Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. lab fee. Prerequisite(s): ISP 120.

PHY 220
THE DYNAMIC OCEAN  [SI:EL]  [PREREQ(S): ISP 120] [CROSS-LISTED WITH GEO 220]
Develops the concepts of physical oceanography. Topics include the chemical and physical properties of seawater, the dynamics of ocean currents and circulations, the physics of water waves and tides, the interaction of the ocean with the atmosphere, the formation of coastlines, and the effects of pollution on the ocean. Cross-listed with GEO 220. Prerequisite(s): ISP 120.

PHY 223
LIGHT, COLOR, AND PHOTOGRAPHY  [SI: QUANT/LAB]  [X-LST: ART 223](LAB FEE) PREREQ(S): ISP 120
Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Lab fee. Cross-listed with ART 223. Prereq(s): ISP 120.

PHY 225
WEATHER AND CLIMATE  [SI:QT] [CROSS-LISTED WITH GEO 225] [PREREQ(S): ISP 120]
Develops the physical concepts needed to understand the atmosphere, the oceans, and their interactions with the aim of building a conceptual model of weather and climate. Long-term climate variability and climate related environmental issues are also discussed. Cross-listed with GEO 225. Prerequisite(s): ISP 120.

PHY 231
LINEAR ELECTRIC CIRCUITS  (PREREQ: PHY 110) (LAB FEE)
Frequency response and feedback, operational amplifiers as linear amplifiers, active filters, oscillators, communication circuits and data conversion circuits. lab fee PREREQUISITE(S):PHY 110

PHY 232
INTRODUCTION TO DIGITAL ELECTRONICS  (LAB FEE)
Principles of combinational logic circuits. Boolean algebra and Boolean function simplification. State diagrams and sequential logic circuits, and MSI devices. Digital circuit prototyping using SSI components. (lab fee)
PHY 236
THE SCIENCE OF DIGITAL AUDIO
Introduction to the physics and mathematics of digital audio, including the conversion of sound energy into electrical signals, the digitization of the signal, conversion of the signal to a standard format, storage of the signal on a hard disk or a CD, and manipulation of the digitized signal. Also includes a discussion of the ethics and legality of downloading digitized audio, in the context of intellectual property rights. This course assumes familiarity with trigonometric mathematical functions. Prerequisite(s): ISP 120.

PHY 270
UNIVERSITY PHYSICS IV (PREREQ: PHY 172) (LAB FEE)
20th-century physics. Lab Fee Autumn PREREQUISITE(S):PHY 172.

PHY 300
METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I (COREQ: MAT 261)
Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics. Lab Fee Winter COREQUISTE(S):MAT 261.

PHY 301
METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II (PREREQ: PHY 300)

PHY 310
MECHANICS I (PREREQ: PHY 300)
One-, two-, and three-dimensional motion, conservative systems, Lagrangian and Hamiltonian mechanics, central-force problems. PREREQUISITE(S):PHY 300.

PHY 311
MECHANICS II (PREREQ: PHY 310)
Systems of particles, collisions and scattering, motion in rotating frames, rigid body motion. PREREQUISITE(S):PHY 310.

PHY 315
CHAOS IN PHYSICAL SYSTEMS (PREREQ: PHY 300)
Motion in phase space, characteristics of chaotic systems, Lyapunov exponents, stability of equilibrium solutions, strange attractors, bifurcations, discrete dynamics, and applications to lasers, fluids, and other physical systems. PREREQUISITE(S):PHY 300.

PHY 320
ELECTRICITY AND MAGNETISM I (PREREQ: PHY 301)
Electrostatics, magnetostatics, and boundary-value problems. PREREQUISITE(S):PHY 301.

PHY 321
ELECTRICITY AND MAGNETISM II (PREREQUISITE: PHY 320)
Time varying fields, electromagnetic waves, and radiation. PREREQUISITE(S):PHY 320.

PHY 325
LASER PHYSICS (PREREQ: PHY 300 OR CONSENT) (CROSS-LISTED AS PHY 425)
Interaction of radiation and matter, pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics. PREREQUISITE(S):PHY 300

PHY 330
SENIOR CAPSTONE PHYSICAL SCIENCE (PREREQ: JUNIOR OR SENIOR STANDING.)
Senior Capstone in the Physical Sciences. Topics in the physical sciences and their social, political, environmental and economic impact. Prerequisite: Junior or Senior standing.

PHY 335
NON-EQUILIBRIUM PHYSICS AND SELF-ORGANIZATION [PREREQ(S): PHY 340 OR CONSENT]
The spontaneous formation of structure is one of the most interesting phenomenon in nature and arises in
fields as diverse as physics, chemistry, biology, management, economics, and sociology. Many self-organizing systems show similarities in the way the structure arises, indicating that there are underlying general principles that govern these systems. This course will investigate these principles. Prerequisite: PHY 340 or consent.

PHY 340
THERMAL PHYSICS (PREREQ: PHY 301)
Statistical interpretation of the laws of thermodynamics and physical applications. PREREQUISITE(S):PHY 301.

PHY 342
COMPUTATIONAL PHYSICS (PREREQ: PHY 301)
Computational solution and simulation of physical systems; applications chosen from nonlinear dynamics, optics, central-force motion, fluids, condensed matter. PREREQUISITE(S):PHY 301.

PHY 350
OPTICS (PREREQ: PHY 320)
Matrix methods for image formation, diffraction, interferometry, coherence, scattering, polarization, holography, Fourier transform spectroscopy. PREREQUISITE(S):PHY 320.

PHY 356
FIBER OPTICS (PREREQ: PHY 321) (CROSS-LISTED AS PHY 456)
Solution of Maxwell's equations for dielectric waveguides, optical communications, nonlinear effects in dielectric waveguides, and current research. PREREQUISITE(S):PHY 321.

PHY 360
QUANTUM MECHANICS I (PREREQ: PHY 301)
Introduction to quantum mechanics, including the solution of the Schrödinger equation in one and three dimensions for a variety of potentials. Applications to atomic systems and solids. PREREQUISITE(S):PHY 301.

PHY 361
QUANTUM MECHANICS II (PREREQ: PHY 360)
Applications of quantum mechanics, including time-independent and time-dependent perturbation theory, the variational principle, and an introduction to scattering theory. PREREQUISITE(S):PHY 360.

PHY 366
RADIATION PHYSICS (PREREQ: PHY 270)
Radioactive decay processes, interactions of radiation with matter, general properties of radiation detectors, and applications to basic nuclear spectroscopy, health physics and medical physics. PREREQUISITE(S):PHY 270. Cross-listed w/ PHY 466.

PHY 370
ELECTRONICS (PREREQ: PHY 172)
A laboratory course covering analysis and construction of analog and digital circuits used in experimental research. lab fee PREREQUISITE(S):PHY 172.

PHY 375
INTRODUCTION TO COSMOLOGY (PREREQ(S): PHY 310)
Provides a foundation to the core concepts of cosmology, with an emphasis on developing physical insight. Discusses recent major developments in cosmology, such as the cosmological constant and accelerating universe, and key future developments, including details of the cosmic microwave background and gravitational wave detection. PREREQUISITE(S): PHY 310

PHY 378
TOPICS IN APPLIED PHYSICS (PREREQ: PHY 301)
Current topics in applied physics, as determined by the interests of the instructor and students. PREREQUISITE(S):PHY 301.

PHY 380
EXPERIMENTAL PHYSICS I (PREREQ: PHY 270)
Experimental techniques in optics, atomic and nuclear physics. Approved for Experiential Learning Credit. PREREQUISITE(S):PHY 270. Laboratory.
EXPERIMENTAL PHYSICS II (LABORATORY) (PREREQ: PHY 380)
Experimental techniques in solid-state and high-vacuum physics. PREREQUISITE(S): PHY 380. Laboratory.

PHY 382
EXPERIMENTAL PHYSICS III (LABORATORY) (PREREQ: PHY 381)
Experimental Physics III (laboratory) (Prerequisite: PHY 381)

PHY 384
ADVANCED LABORATORY (PREREQ: CONSENT)
Variable credit Laboratory experience in techniques selected in consultation with instructor. Lab fee
PREREQUISITE(S): Consent.

PHY 390
APPLIED COMPUTATIONAL PHYSICS LABORATORY (PREREQ: PHY 301)
Project-based computational laboratory of problems in modern applied physics. Numerical modeling of
experiments, computer interfacing of experiments, computational techniques in data analysis.
PREREQUISITE(S): PHY 301.

PHY 391
ELECTRONIC PROPERTIES OF MATERIALS
The free-electron gas model, energy band theory, theory of metals and alloys, transport phenomena, dia-and
para-magnetism, ferromagnetism, and antiferromagnetism, superconductivity. Prerequisite: PHY 360.

PHY 392
STRUCTURAL PROPERTIES OF MATERIALS (Prerequisite: PHY 360)
Periodicity, symmetry and classification of crystal structure, X-ray diffraction, reciprocal lattice, crystal
binding, Debye theory of heat capacity, anharmonic interactions, point defects, surfaces. (PREREQUISITE: PHY
360)

PHY 395
METHODS OF THEORETICAL PHYSICS (PREREQ: PHY 301)
Special functions, complex integration, calculus of variations, coordinate transformations.
PREREQUISITE(S): PHY 301.

PHY 398
READING AND RESEARCH (PREREQ: CONSENT)
Undergraduate research participation. Variable credit. PREREQUISITE(S): Consent.

PHY 399
INDEPENDENT STUDY (PREREQ: CONSENT)
Independent Study. Variable credit. PREREQUISITE(S): Consent.

Polish

Undergraduate Course Descriptions ▶ P & Q ▶ Polish

Polish

POL 100
POLISH PRACTICUM
Required intensive language practice to reinforce study in 101-103. Each practicum must be taken
concurrently with its corresponding basic course. No practicum may be taken alone. (Offered on a demand
basis only.)

POL 101
BASIC POLISH I (COREQ: POL 100)
Listening to, speaking, reading and writing Polish in a cultural context for the beginning student. Must be taken with Polish 100. COREQUISTE(S):POL 100 (Offered on a demand basis only.)

POL 102
BASIC POLISH II (COREQ: POL 100)
Continued emphasis on the four skills in culturally authentic situations. Must be taken with Polish 100. COREQUISTE(S):POL 100 (Offered on a demand basis only.)

POL 103
BASIC POLISH III (COREQ: POL 100)
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. COREQUISTE(S):POL 100 (Offered on a demand basis only.)

POL 104
INTERMEDIATE POLISH I
Intensive practice in the use of Polish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. (Offered on a demand basis only.)

POL 105
INTERMEDIATE POLISH II
Continuing practice in spoken and written Polish and further development of reading and listening abilities in an authentic cultural context. (Offered on a demand basis only.)

POL 106
INTERMEDIATE POLISH III
Developing more fluency in speaking, understanding, reading and writing Polish with a concomitant heightened awareness of the cultural dimensions of the Polish language. (Offered on a demand basis only.)

POL 110
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS I
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities.

POL 111
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS II
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities.

POL 112
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS III
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities.

POL 197
SPECIAL TOPICS IN POLISH
See schedule for current offerings.

POL 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

POL 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

POL 205
POLISH FOR THE NATIVE SPEAKER I
Introduction to grammar and written composition for native speakers of Polish with little or no formal language training. (Offered on a demand basis only.)

POL 206
POLISH FOR THE NATIVE SPEAKER II
Continued emphasis on improved grammar and writing for native speakers of Polish with limited formal
Continued emphasis on improved grammar and writing for native speakers of Polish with limited formal Polish language training. (Offered on a demand basis only.)

POL 207
POLISH FOR THE NATIVE SPEAKER III
Advanced conversation practice emphasizing standard Polish speech for those with limited formal training in spoken Polish. (Offered on a demand basis only.)

POL 297
SPECIAL TOPICS IN POLISH
See schedule for current offerings.

POL 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisites(s): permission required.

POL 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

POL 397
SPECIAL TOPICS IN POLISH
See schedule for current offerings.

POL 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

POL 399
INDEPENDENT STUDY [PREREQ: PERMISSION]
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

Political Science

Undergraduate Course Descriptions P & Q Political Science

Political Science

PSC 120
THE AMERICAN POLITICAL SYSTEM (SELF, SOCIETY AND THE MODERN WORLD)
A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.

PSC 140
CONFLICT AND COOPERATION AMONG NATIONS (SELF, SOCIETY AND THE MODERN WORLD)
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.

PSC 150
POLITICAL SYSTEMS OF THE WORLD (SELF, SOCIETY AND THE MODERN WORLD)
This course focuses on the way in which political systems other than that of 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 a wide range of political systems.
PSC 200
POLITICAL INQUIRY
This course analyses the types of questions asked in political science and explores various ways in which political scientists try to address them. It introduces the student to both approaches that are widely shared in the field and to major debates about theory and method.

PSC 213
POLITICAL SOCIALIZATION (SELF, SOCIETY AND THE MODERN WORLD)
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. (Please note that the catalog number for this course was changed from PSC 219 to PSC 213 effective Autumn, 2001)

PSC 214
MULTICULTURALISM AND DEMOCRACY
This course examines the theoretical and practical dilemmas facing multicultural societies, with special emphasis on the United States. Special attention is paid to questions of identity, integration, and separatism.

PSC 216
AMERICAN POLITICAL CULTURE (SELF, SOCIETY AND THE MODERN WORLD)
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.

PSC 217
WOMEN AND AMERICAN POLITICS (SELF, SOCIETY AND THE MODERN WORLD)
This course explores the ways in which women interpret, gain access to, and use political power. It focuses on sex- and gender-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.

PSC 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.

PSC 219
TOPICS IN POLITICS AND CULTURE
The course focuses on specific themes or concerns in politics and culture. Variable topics.

PSC 220
THE AMERICAN PRESIDENCY (SELF, SOCIETY & THE MODERN WORLD)
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.

PSC 221
CONGRESS AND THE LEGISLATIVE PROCESS (SELF, SOCIETY AND THE MODERN WORLD)
This course provides an analysis of congressional elections, the structure and operation 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.

PSC 222
POLITICAL PARTIES AND ELECTIONS (SELF, SOCIETY AND THE MODERN WORLD)
The course explores the changing nature and function of political parties in the United States, factors that affect individual and aggregate vote choice, and the electoral process.

PSC 223
URBAN POLITICS (SELF, SOCIETY AND THE MODERN WORLD)
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.
PSC 224
BUREAUCRACY AND POLITICS
This course examines the ways that administrative organizations participate in and influence the policy-making process and the common forms of politics within bureaucracies.

PSC 225
STATE POLITICS
The formal structures of government and political behavior found among the fifty states and their local subdivisions are surveyed.

PSC 230
CLASSICAL POLITICAL THOUGHT
Political thought of the ancient, medieval and early modern period including Plato, Aristotle, Cicero, St. Thomas, and Machiavelli.

PSC 231
MODERN POLITICAL THOUGHT
Political thought of the modern period including Hobbes, Locke, Rousseau, Hume, Burke, Mill, and Marx.

PSC 233
POLITICAL IDEAS AND IDEOLOGIES (SELF, SOCIETY AND THE MODERN WORLD)
An introduction to the enduring political issues confronted by major theorists and political traditions. (Please note that the catalog number for this course was changed from PSC 203 to PSC 233 effective Autumn, 2001.)

PSC 234
FREEEDOM AND EMPOWERMENT
Considers different models for the distribution of power including forms of classic and modern elitism and representative and democratic theories. Explores issues of citizenship, community, participation, representation and constitutionalism. The dynamic of inclusion and exclusion within society are addressed as well as theories that point to political, economic, and cultural liberation.

PSC 235
EQUALITY AND SOCIAL JUSTICE
Considers how societies distribute social goods of power, status, wealth, and informal resources and models of just distribution utilized in classic and modern political theory. Shifts in the meaning of social justice over the course of history and the critical contests over this issue are addressed, as well as the emergence of new models focusing on regional and global concerns. The major concepts including capitalism, socialism and meritocracy are considered.

PSC 236
LEGITIMACY AND CRISIS
Considers how states achieve validation with their members and maintain that validation through such mechanisms as socialization, education, information flow, civil religion, and war. Theories of social crisis that challenge regime legitimacy are considered as well as issues of revolution, counterrevolution, and regime stabilization.

PSC 239
THEMES IN POLITICAL THOUGHT
Variable themes.

PSC 242
AMERICAN FOREIGN POLICY (SELF, SOCIETY AND THE MODERN WORLD)
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.

PSC 243
RUSSIAN FOREIGN POLICY (SELF, SOCIETY AND THE MODERN WORLD)
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. One segment of this course examines Russian - American relations today.

PSC 244
PSC 244
LATIN AMERICAN-UNITED STATES RELATIONS (SELF, SOCIETY AND THE MODERN WORLD)
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.

PSC 245
FOREIGN POLICIES OF WESTERN EUROPE
This course examines the content and domestic and international contexts of the foreign policies of Western European nations, NATO, and the European Union.

PSC 250
WEST EUROPEAN POLITICS (SELF, SOCIETY AND THE MODERN WORLD)
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.

PSC 251
RUSSIAN POLITICS (SELF, SOCIETY AND THE MODERN WORLD)
This course offers an overview of the fundamental premises, structures and political developments in Russia. Special attention is given to issues of transition from Communism to the new reality, and the emphasis is on contemporary politics. Key issues include the place of the military, economic and business patterns, health, education, and gender.

PSC 252
LATIN AMERICAN POLITICS (SELF, SOCIETY AND THE MODERN WORLD)
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.

PSC 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.

PSC 254
AFRICAN POLITICS (SELF, SOCIETY AND THE MODERN WORLD)
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.

PSC 255
MIDDLE EAST POLITICS
This course explores contemporary political issues in the Middle East. It includes country profiles, a review of the Arab-Israeli conflict, analysis of opposing viewpoints about the revival of Islam and about Islamic fundamentalism, and the region's position in the emerging new world order.

PSC 256
SOUTHEAST ASIAN POLITICS
A comparative examination of political institutions, processes, and contemporary problems in select countries such as Laos, Kampuchea, Burma, and Thailand. Issues such as insurgency, modernization, democracy, and political development are featured.

PSC 259
COUNTRY STUDIES
Intensive study of the politics of one foreign nation.

PSC 260
LAW AND THE POLITICAL SYSTEM (SELF, SOCIETY AND THE MODERN WORLD)
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.
PSC 261
FIRST AMENDMENT RIGHTS
A discussion and analysis of Supreme Court decisions interpreting the meaning of the First Amendment guarantees of freedom of speech, press, assembly and religion.

PSC 262
RIGHTS OF DEFENDANTS
A discussion and analysis of Supreme Court decisions interpreting the meaning of the phrase "due process of law" and the various specific provisions protecting the rights of criminal defendants.

PSC 263
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.

PSC 282
POLITICAL ACTION AND SOCIAL JUSTICE  [JRYR]
This course combines community-based service learning with readings, lectures and classroom discussions to investigate the nature of social justice and the extent to which individual and community political action can promote it. (Please note that the catalog number for this course was changed from PSC 396 to PSC 282 effective Autumn, 2001.)

PSC 285
POLITICAL ACTION AND SOCIAL ENGAGEMENT
This course delves into the ways in which societies orient themselves towards solving common problems. Students in the class are required to complete some community based service learning as part of an examination into how various organizations attempt to build community and address the key issues facing us as a society.

PSC 286
CAMPAIGNS AND SOCIAL ENGAGEMENT
This course examines political campaigns and participation in the United States, the role of civic engagement in a representative and democratic political system, and the ethics of political campaigns. Students engage in an experiential project including participation in a political organization.

PSC 289
GROUP INTERNSHIP SPECIAL TOPIC
Various internships.

PSC 299
SPECIAL TOPICS
SPECIAL TOPICS

PSC 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.

PSC 310
POLITICAL CULTURE AND DEVELOPMENT
Examines the theoretical and empirical linkages between development and culture. Development remains a hotly contested concept, as its relationship with "culture," or the norms, customs, practices and institutions that govern social relations in a particular society. The relationship between culture and development poses significant challenges to students of international and comparative political economy, especially in an era of unprecedented globalization.

PSC 311
DIASPORAS AND GENDER
Explores the politics of gender and identity as they unfold in the movement and displacement of peoples from
one nation-state to others. Focuses the role of women in the exit, transit, entrance and settlement of diaspora communities. Questions are raised about the place of women in the family; labor markets, and in the construction of identities. The broader dilemmas of displacement, cultural conflict, destruction and reconstruction of identities as well as the role of memory are explored through critical readings of literary texts.

PSC 312
CREATING CHANGE: CONTEMPORARY GAY, LESBIAN, BISEXUAL & TRANSGENDERED POLITICS (CROSS-LST W/ WMS 332)
Explore the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970’s. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture. (cross-list with WMS 332)

PSC 319
TOPICS IN POLITICAL CULTURE
Various topics in political cultures.

PSC 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.

PSC 321
PUBLIC OPINION AND MASS MEDIA (CROSS-LISTED AS MLS 453)
The rise, fall and manipulation of public opinion and voting behavior, with special attention given to the mass media.

PSC 322
URBAN POLICYMAKING
U.S. urban policy is examined from the standpoints of program objectives, the mechanics of their evaluation, and the barriers to their effective implementation.

PSC 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.

PSC 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.

PSC 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.

PSC 326
AGENDA SETTING AND PUBLIC POLICY
This course examines theories of agenda setting and decision making in public policy. It offers empirical and theoretical analyses of linkages between the rise and fall of issues from the agendas of the United States Congress, President, media, interest groups, and public opinion.

PSC 328
TOPICS IN AMERICAN POLITICS
Topics In American Politics

PSC 329
PSC 330
AMERICAN POLITICAL THOUGHT (SELF, SOCIETY AND THE MODERN WORLD)
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.

PSC 331
CONTEMPORARY POLITICAL THOUGHT
An intensive seminar discussion of selected political and social thought of contemporary significance drawn from main currents of liberalism, conservativism, socialism, fascism, anarchism, and existentialism.

PSC 333
MARXISM
An analysis of Marxist political and economic thought as represented by the writings of Marx, Lenin, Trotsky, Lukacs, Sartre. Primary texts will be examined, and their application to the contemporary setting considered.

PSC 334
LATIN AMERICAN POLITICAL THOUGHT
An historical survey of important themes in political thinking in Latin America. The readings draw upon literature and the writings of political actors and theorists.

PSC 335
THEORIES OF THE CHURCH (CROSS-LISTED AS CTH 209) [RD:RT]
This course deals with the theological, social, and political implications of ecclesiology, or "theories of the church". Students will explore ideas about the origins and purposes of the Church, notions of authority and membership, matters of church and state, and more. The impact of Marxist, feminist, and conservative ideologies on understandings of the church may also be explored. The course will integrate theological, sociological, and political methods of analysis. Cross-listed as CTH 209.

PSC 336
AFRICAN-AMERICAN POLITICAL THOUGHT
Considers black political thought through a variety of ideological, political, legal and historical perspectives. First explores early efforts by blacks to challenge the racialized limitations of America's core principles of liberty, equality and democracy in the contexts of abolitionism, the women's suffrage movements, Manifest Destiny, and American industrialism. Then concentrates on the evolution of contemporary black political thought, with an emphasis on both conceptual diversity and continuity over time.

PSC 337
CHRISTIAN POLITICAL THOUGHT
An exploration of key themes, thinkers and movements in the Christian tradition's engagement with power, governance, authority, and allegiance. Students explore scriptural and early church sources, important pre-modern theologians like Augustine and Aquinas, Reformation figures including Luther and Calvin, and contemporary philosophers, theologians and topics.

PSC 339
TOPICS IN POLITICAL THOUGHT
TOPICS IN POLITICAL THOUGHT

PSC 340
THE EUROPEAN UNION
This course examines the history, institutional structures and processes, and policies of the EU. It will look at how the EU is unique, sharing characteristics of states and of international organizations.

PSC 342
ARMS, SECURITY, AND WAR
Focus is on the military dimensions of international politics, such as nuclear and conventional deterrence, arms races, arms control, alliances, and American defense policy, and how those affect war and peace.

PSC 343
RUSSIAN-AMERICAN RELATIONS
The course examines the relationship between the former Cold War adversaries. Both the United States and
Russia have assumed very different roles as they enter the 21st century. The current posture of the relationship is described and related to historical trends and explanatory models. Political, military, economic and cultural dimensions are covered.

PSC 344
WORLD POLITICAL ECONOMY
Political conflicts over trade relations, global inequality, development, growth, inflation, and scarcity are analyzed, with special emphasis placed on a description of the institutions and processes that shape international economics.

PSC 345
THE CATHOLIC CHURCH IN WORLD POLITICS (CROSS-LISTED AS CTH 386)
This course seeks to familiarize students with major theories, research traditions, and issues regarding the role of Catholicism in the contemporary world. It will assess the role of various levels and actors with the Church—the Vatican, priests and nuns, lay groups and movements, activists, and others—in working as forces of social change/stability in matters of world politics, economics, and culture. The course will also consider the impact of globalization and other transnational processes on the activities and options of Catholic institutions and actors.

PSC 346
THE UNITED NATIONS AND WORLD PROBLEMS
This course will examine the historical and theoretical foundations of the United Nations, particularly in light of the changing problems and issues that confront the global community, such as international peace and security, global economic inequality, and environmental and human rights norms.

PSC 347
ETHICS IN WORLD POLITICS
Drawing on general theories of international relations and historical cases, this course examines both the forces that inhibit the development and effectiveness of ethical norms at the international level and the conditions under which such norms develop and affect the behavior of states and other actors.

PSC 349
TOPICS IN WORLD POLITICS

PSC 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.

PSC 351
REVOLUTION AND TERRORISM
Aspects of revolution, emphasizing contemporary cases, including units on ideology, leaders, followers, organization, techniques, weapons, causes and theories of revolution.

PSC 354
POLITICAL REPRESENTATION IN COMPARATIVE PERSPECTIVE
A comparative treatment of those processes and institutions that comprise the representative system, including executives, legislatures, political parties, coalitions, and elections.

PSC 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.

PSC 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.

PSC 357
EASTERN EUROPE IN TRANSITION
This course covers the causes of the "democratic" revolutions in 1989 and the processes of change in Eastern
Europe as those countries transform from Soviet-model political systems to other forms of politics. The course will cover economic and social developments within those nations as well as relevant changes in their international environments.

PSC 358
GLOBAL GENDER ISSUES (SELF, SOCIETY AND THE MODERN WORLD)
This course examines how inequalities between women and men are connected to the global politics of power, security, the political economy, and ecology. It focuses on the theoretical and practical linkages between "women's issues" and political matters such as wars of secession, arms proliferation, global economic recessions, and environmental degradation. Questions of the nature of power, abuses of human rights, the human costs of global inequality, and the meaning of a just world order are explored.

PSC 359
TOPICS IN COMPARATIVE POLITICS

PSC 360
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.

PSC 361
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.

PSC 362
WOMEN AND THE LAW (SELF, SOCIETY AND THE MODERN WORLD)
This course investigates the variety of ways in which women come into relation with the law, focusing on laws and judicial decisions dealing with equal opportunity.

PSC 363
COMPARATIVE PROTECTION OF INDIVIDUAL RIGHTS
This course will compare the status of individual rights in Britain, the United States, and Canada, and under the European Convention on Human Rights. Course materials will consist of judicial decisions and other materials on specific areas of civil liberties.

PSC 364
CONSTITUTIONAL HISTORY OF VOTING RIGHTS
Explores the legal and political struggles of two originally disenfranchised groups—women and African Americans—to gain access to the ballot, and what their struggles reveal about American law, politics and society. This course is also intended to familiarize students with dominant legal theories, as well as introduce them to alternative approaches such as Critical Race Theory and Critical Feminist Theory. The readings include Supreme Court opinions, legal theories of voting rights jurisprudence, political theories of representation, and historical narratives.

PSC 365
NATIONAL SECURITY AND THE U.S. CONSTITUTION
Explores the relationship between the U.S. Constitution and the government's responsibility for the protection of national security. The course examines the constitutional doctrine of separation of powers and the respective roles of Congress, the President, and the courts in the conduct of foreign policy and the use of military force. It also examines the relationship between national security and protection of various rights, including freedom of speech, freedom of the press, privacy, and personal liberty.

PSC 366
IMMIGRATION LAW
Examines the various legal categories under the U.S. Immigration and Nationality Act that permits persons to be admitted to the United States either temporarily or permanently. It also examines U.S. policies toward illegal immigration and the rights of aliens after the 9/11 terrorist attacks.
PSC 369
TOPICS IN PUBLIC LAW
TOPICS IN PUBLIC LAW

PSC 381
THEORY AND PRACTICE OF PUBLIC POLICY
This course provides an understanding of the public policy process and integrates classroom learning with developments in our community. Volunteer service in an off-campus organization or agency working on a public policy issue is required as part of the course.

PSC 390
CAPSTONE SEMINAR
Senior capstone seminar.

PSC 392
INTERNSHIP [PREREQ(S): PERMISSION] [JRYR]
By arrangement. Prerequisite(s): permission required.

PSC 393
HONORS SEMINAR (PREREQ: PERMISSION)
By permission. Variable credit.

PSC 394
SENIOR THESIS (PREREQ: PERMISSION)
By permission. Variable credit.

PSC 395
TRAVEL/STUDY
By arrangement with sponsoring faculty, foreign and domestic tours or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

PSC 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
By arrangement. Variable credit.

Portuguese

Undergraduate Course Descriptions P & Q Portuguese

Portuguese

POR 100
PORTUGUESE PRACTICUM
Required intensive language practice to reinforce study in Each practicum must be taken concurrently with its corresponding basic course. No practicum may be taken alone. (Offered on a demand basis only.)

POR 101
BASIC PORTUGUESE I (COREQ: POR 100)
Listening to, speaking, reading and writing Portuguese in a cultural context for the beginning student. Must be taken with Portuguese 100. (Offered on a demand basis only.)

POR 102
BASIC PORTUGUESE II (COREQ: POR 100)
Continued emphasis on the four skills in culturally authentic situations. Must be taken with Portuguese 100. (Offered on a demand basis only.)
POR 103
BASIC PORTUGUESE III (COREQ: POR 100)
Completion of the basic elements of the Portuguese language, spoken as well as written, with due regard to
the cultural context of Portuguese expression. Must be taken with Portuguese 100. (Offered on a demand
basis only.)

POR 104
INTERMEDIATE PORTUGUESE I
Intensive practice in the use of Portuguese through listening, speaking, reading and writing, and continued
enhancement of the cultural awareness intrinsic to those skills. (Offered on a demand basis only.)

POR 105
INTERMEDIATE PORTUGUESE II
Continuing practice in spoken and written Portuguese and further development of reading and listening
abilities in an authentic cultural context. (Offered on a demand basis only.)

POR 106
INTERMEDIATE PORTUGUESE III
Developing more fluency in speaking, understanding, reading and writing Portuguese with a concomitant
heightened awareness of the cultural dimensions of the Portuguese language. (Offered on a demand basis
only.)

POR 398
FOREIGN STUDY (PREREQ: PERMISSION)
Variable credit. Permission required.

POR 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
Variable credit. Permission of the chair and instructor required.

Psychology

Undergraduate Course Descriptions P & Q Psychology

Psychology

PSY 105
INTRODUCTORY PSYCHOLOGY I  (SELF, SOCIETY AND THE MODERN WORLD)
History and present status of psychology; statistics as a research tool; human development; learning,
memory, and intelligence; personality, stress, and coping; social psychology. PSY 105 and PSY 106 will include
a research participation requirement of no more than six hours.

PSY 106
INTRODUCTORY PSYCHOLOGY II  (SELF, SOCIETY AND THE MODERN WORLD)
Methods of psychology; biological basis of behavior; sensation and perception; altered states of awareness;
language and thought; motivation and emotion; abnormal psychology and psychotherapy. PSY 105 and PSY
106 will include a research participation requirement of no more than six hours.

PSY 210
PSYCHOLOGY OF BUSINESS AND INDUSTRY  (PREREQ(S): PSY 105 OR 106)(SELF,SOCTY,MOD WRLD)
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(S): PSY 105 or 106.

PSY 213
LESBIAN, GAY, BISEXUAL AND TRANSGENDERED PSYCHOLOGY
Overview of psychological and social issues relevant to lesbian, gay, bisexual, and transgendered (LGBT)
individuals and communities. The course will examine key concepts, LGBT psychological research, and efforts to promote liberation and well being.

PSY 215
HUMAN SEXUALITY (PREREQ(S): PSY 105 OR 106) (SELF, SOCIETY AND THE MODERN WORLD)
Historical, cultural, psychological and physiological aspects of human sexuality. Cannot be used as psychology major course. PREREQUISITE(S): PSY 105 or 106.

PSY 218
PSYCHOLOGICAL PROBLEMS OF CONTEMPORARY FAMILY (PREREQ(S): PSY 105 OR 106)(SSMW)
An overview of the major psychological issues facing the contemporary family. Cannot be used as psychology major course. PREREQUISITE(S): PSY 105 or 106.

PSY 220
LATINA/O PSYCHOLOGY
The purpose of this course is to examine the psychological research literature on the mental health and well being of Latina/o populations in the United States. A number of relevant topics will be examined, including the current state of Latinas/os in psychology, cultural characteristics and values, immigration, acculturation, ethnic identity, stereotypes and discrimination, health, and education. The goal of this course is for students to be better equipped in understanding the factors that influence the psychology of the Latina/o population.

PSY 221
ASIAN AMERICAN PSYCHOLOGY
This course provides an overview of historical and current issues related to the psychology of Asian Americans. Factors such as changing demographics, ethnic identity and acculturation will be examined.

PSY 240
STATISTICS I (PREREQ(S): PSY 105 OR 106 AND ISP 120)
Descriptive and inferential statistics in the behavioral sciences. PREREQUISITE(S): PSY 105 or 106 and ISP 120.

PSY 241
RESEARCH METHODS I (PREREQ(S): PSY 105 OR 106 AND 240) OR EQUIV) (SI:QUANT)
Introduction to methods of psychological research to enable students to become more sophisticated consumers of research information. Students will learn and apply basic methodological concepts and skills. Students will conduct a non-experimental research project, analyze the data, and write a paper based on the project. PREREQUISITE(S): PSY 105 or 106 and 240 or its equivalent.

PSY 242
RESEARCH METHODS II (PREREQ(S): PSY 105 OR 106, 240 & 241)
Design, execution, analysis and interpretation of psychology research, with an emphasis on experimental design. Students will conduct an experimental research project, analyze the data, and write a paper based on the project. PREREQUISITE(S): PSY 105 or 106, 240 and 241.

PSY 280
CONTEMPORARY ISSUES (PREREQ(S): PSY 105 OR 106)
Psychological aspects of topics of current interest and relevance. PREREQUISITE(S): PSY 105 or 106.

PSY 302
PERSONAL ADJUSTMENT AND MENTAL HEALTH (PREREQ(S): PSY 105 OR 106)(SELF,SOCIETY,WORLD)
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(S): PSY 105 or 106.

PSY 303
HUMAN DEVELOPMENT (PREREQ(S): PSY 105 OR 106) (SELF, SOCIETY AND THE MODERN WORLD)
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(S): PSY 105 or 106.

PSY 305
PSYCHOLOGY AND SOCIAL JUSTICE
This course is designed to provide students with both in-class and applied experience within the field of psychology, including an overview of psychology as an academic discipline. Offered every quarter.
PSY 306
SERVICE LEARNING
This course is designed to provide students with both in-class and applied experience in a specific area of psychology. Course focuses on one particular topic per term, such as Mental Health Problems in Contemporary Society, Chronic Fatigue Syndrome, etc. Check course schedule for current offerings.

PSY 317
PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP  (CROSS-LST:435)(PREREQ(S): PSY 105 OR 106)(SSMW)
A review of psychological issues, theory, and research related to close relationships, e.g., attraction, love, attachment, friendship, sexuality, jealousy, conflict and power. PREREQUISITE(S): PSY 105 or 106.

PSY 325
PSYCHOLOGY OF WOMEN
A review of research and theory on women, including sexist bias in methodology, violence and discrimination against women, gender differences in power and nonverbal behavior in relationships.

PSY 326
PSYCHOLOGY OF MEN
This course evaluates and investigates research and theory of the psychology of males in present society.

PSY 333
CHILD PSYCHOLOGY (PREREQ(S): PSY 105 OR 106)
Infancy and childhood. Description and evaluation of principles and theories of development from conception through childhood. PREREQUISITE(S): PSY 105 or 106.

PSY 334
adolescent psychology (PREREQ(S): PSY 105 OR 106)
Biological, cognitive, emotional and social development. Covers theories and research on normal and abnormal development during adolescence. PREREQUISITE(S): PSY 105 or 106.

PSY 340
STATISTICS II  [PREREQ(S): PSY 240 OR ITS EQUIVALENT]
Introduction to advanced statistical techniques such as analysis of variance and regression models. PREREQUISITE(S): PSY 240 or its equivalent.

PSY 341
METHODS IN QUALITATIVE RESEARCH  (PREREQ(S): PSY 105 OR 106, 240 & 340)
Methods in Qualitative Research (cross-listed as Psychology 416). 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. PREREQUISITE(S): PSY 105 or 106, 240, and 340.

PSY 342
EXPERIMENTAL PSYCHOLOGY  (PREREQ(S): PSY 242)
Introduction to experimental psychology. PREREQUISITE(S): PSY 242.

PSY 343
INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT (PREREQ(S): PSY 105 OR 106, AND 240, 241 AND 242)
Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. PREREQUISITE(S): PSY 105 or 106, and 240, 241, 242.

PSY 345
CULTURAL ISSUES IN PSYCHOLOGY  (PREREQ(S): PSY 105 OR 106)
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(S): PSY 105 or 106.

PSY 346
PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD  (CROSS-LISTED AS PSY 521) (PREREQ(S): PSY 105 OR 106)
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.
PSY 347
SOCIAL PSYCHOLOGY (PREREQ(S): PSY 105 OR 106)
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(S): PSY 105 or 106.

PSY 348
SOCIAL COGNITION AND MENTAL CONTROL (PREREQ(S): PSY 347)
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(S): PSY 347. Cross-listed with PSY 560.

PSY 351
THEORIES OF PERSONALITY (PREREQ(S): PSY 105 OR 106)
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(S): PSY 105 or 106.

PSY 353
ABNORMAL PSYCHOLOGY (PREREQ(S): PSY 105 OR 106)
Description of the nature, symptoms, treatment applications, and cause of psychological disorders. PREREQUISITE(S): PSY 105 or 106.

PSY 354
COMMUNITY PSYCHOLOGY (PREREQ(S): PSY 105 OR 106)
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(S): PSY 105 or 106.

PSY 355
GROUPS AND ORGANIZATIONS (PREREQ(S): 347 OR 380 OR CONSENT)
Behavior of individuals in groups and the function of groups in organizational settings. Theories and models of organizational structure. PREREQUISITE(S): PSY 347 or 380 or consent.

PSY 356
PRINCIPLES OF FIELD RESEARCH AND ACTION
Basic knowledge of program development, program evaluation, consultation, human diversity, ethics, group dynamics, and interpersonal skills.

PSY 357
APPLIED PSYCHOLOGY I (PREREQ: DEPARTMENT APPROVAL)
Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. Generally taken in junior year. PREREQUISITE(S): Departmental approval.

PSY 358
APPLIED PSYCHOLOGY II (PREREQ(S): PSY 357)
Approaches to counseling, psychotherapy and helping relationships. Generally taken in junior year. PREREQUISITE(S): PSY 357.

PSY 359
FIELD WORK IN PSYCHOLOGICAL RESEARCH AND ACTION
Field work in psychological research and action.

PSY 360
THEORIES OF LEARNING AND COGNITION (PREREQ(S): PSY 105 OR 106)
Classical and modern theories. PREREQUISITE(S): PSY 105 or 106.

PSY 361
HISTORY AND SYSTEMS OF PSYCHOLOGY (PREREQ(S): PSY 105 OR 106 AND 242)
Historical development of psychology and its fields. PREREQUISITE(S): PSY 105 or 106 and 242.
PSY 362
SEMINAR IN COGNITION (CROSS-LISTED: 563) (PREREQ(S): PSY 105 OR 106)
Consideration of a current important topic area in cognitive psychology. PREREQUISITE(S): PSY 105 or 106. Cross-listed with PSY 563.

PSY 363
ALCOHOLISM, DRUG ADDICTION AND RECOVERY (PREREQ(S): PSY 105 OR 106)
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(S): PSY 105 or 106.

PSY 364
HEALTH PSYCHOLOGY AND STRESS MANAGEMENT (PREREQ(S): PSY 105 OR 106)
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(S): PSY 105 or 106.

PSY 366
BEHAVIOR PROBLEMS OF CHILDREN (PREREQ(S): PSY 105 OR 106)
Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review treatment programs for children. PREREQUISITE(S): PSY 105 or 106.

PSY 367
PSYCHOLOGY OF EXCEPTIONAL CHILDREN (PREREQ(S): PSY 105 OR 106)
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(S): PSY 105 or 106.

PSY 368
CHILD ABUSE AND NEGLECT (PREREQ(S): PSY 240, 241 AND 333 OR EQUIV) (CROSS-LSTD AS PSY 678)
This course investigates in detail the causes, consequences, and contextual factors associated with child maltreatment (abuse and neglect) and interventions for children and families. The course considers maltreatment within an ecological context and examines issues of culture and diversity (e.g., race, gender, ethnicity, socioeconomic status, sexual identity, family structure) in relation to maltreatment. It is designed for students with prior coursework in psychological research methods and child psychology or equivalent. Prerequisite(s): PSY 240, PSY 241, and PSY 333 or equivalent). Cross-listed with PSY 678.

PSY 369
EMOTIONAL AND BEHAVIORAL DISORDERS CHILDREN AND ADOLESCENTS
This course examines the major developmental and emotional difficulties experienced by children and adolescents. Factors that lead to the development of disorders, classification and treatment methods will also be examined. Students will be required to complete 25 hours of service in an organization which provides services to this population. Prerequisite: PSY 105 or 106.

PSY 370
SOCIAL AND EMOTIONAL DEVELOPMENT (PREREQ(S): PSY 333) (CROSS-LISTED AS PSY 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(S): PSY 333.

PSY 372
RESEARCH METHODS IN SOCIAL PSYCHOLOGY (PREREQ(S): PSY 347 OR EQUIVALENT)
Overview of methods and associated problems unique to conducting research with humans both in the laboratory and the field. PREREQUISITE(S): PSY 347 or equivalent.

PSY 373
HAPPINESS, JUDGMENT AND DECISION MAKING (PREREQ(S): PSY 105 OR PSY 106)
An introduction to research in judgment and choice behaviors. Judgment refers to how people evaluate information and make predictions. Choice concerns how people select a course of action among alternatives. PREREQUISITE(S): PSY 105 or 106. Cross-listed with PSY 473.
PSY 375
SENSATION AND PERCEPTION (PREREQ(S): PSY 105 OR 106 AND 242)
The physiology of sensory systems and the psychological mechanisms of perception. PREREQUISITE(S): PSY 105 or 106 and 242.

PSY 377
PHYSIOLOGICAL PSYCHOLOGY (PREREQ(S): PSY 105 OR 106 AND 242)
Nervous system and endocrine functions as related to behavior. PREREQUISITE(S): PSY 105 or 106 and 242.

PSY 378
COMPARATIVE PSYCHOLOGY (CROSS-LIST: 554) (PREREQ(S): PSY 105 OR 106 AND 242)
Patterns of behavior shown by various animal species. PREREQUISITE(S): PSY 105 or 106 and 242. Cross-listed with PSY 554.

PSY 380
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (PREREQ(S): PSY 105 OR 106 ) (X-LISTED AS PSY 680)
Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. PREREQUISITE(S): PSY 105 or 106. Cross-listed with PSY 680.

PSY 381
PERSONNEL PSYCHOLOGY (PREREQ(S): PSY 380 OR CONSENT)
Application of concepts from differential psychology and measurement to employee selection, performance appraisal, placement and training in business and other organizations. PREREQUISITE(S): PSY 380 or consent.

PSY 382
ORGANIZATIONAL BEHAVIOR (PREREQ(S): PSY 380 OR CONSENT)
Theories in learning, personality, work motivation, job attitudes, and organizational culture, and application to employee behavior. PREREQUISITE(S): PSY 380 or consent.

PSY 383
PSYCHOLOGY OF DESIGN (CROSS-LIST: 443) (PREREQ(S): PSY 380 OR CONSENT)
This course helps students understand how theoretical principles of psychology can be applied to the design of human-centered organizations, environments and technologies. Prior familiarity with psychology and experimental design is strongly recommended. PREREQUISITE(S): PSY 380 or consent. Cross-listed with PSY 443.

PSY 384
CONSUMER BEHAVIOR AND ADVERTISING (PREREQ(S): 380 OR CONSENT)
Application of psychological principles and methods to advertising, marketing, product development, sales, and propaganda. PREREQUISITE(S): PSY 380 or consent.

PSY 385
TRAINING AND DEVELOPMENT IN ORGANIZATIONS (PREREQ(S): PSY 380 OR CONSENT)
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(S): PSY 380 or consent.

PSY 388
SENIOR SEMINAR
Introduces students to major historical developments in psychology, contemporary controversial issues in a debate format, the APA ethics code, and transition issues.

PSY 392
PSYCHOLOGY OF ALIENATION (PREREQ(S): PSY 105 OR 106)
Causes of individual and group alienation, and the resultant behavior. PREREQUISITE(S): PSY 105 or 106.

PSY 393
PSYCHOLINGUISTICS (CROSS-LISTED AS MOL 356)
Applications of linguistic theory and the psychology of language.

PSY 394
ADVANCED TOPICS IN PSYCHOLOGY (PREREQ(S): SENIOR STANDING & CONSENT)
PREREQUISITE(S): Senior standing and consent of chair.
PSY 395
FIELD WORK/INTERNSHIP (PREREQ(S): PSY 357, 358 AND CONSENT)
Supervised experience in selected off-campus settings and associated readings. Generally taken in senior year. PREREQUISITE(S): PSY 357, 358 and consent of Human Services Program director.

PSY 396
HONORS IN PSYCHOLOGY (PREREQ(S): SENIOR STANDING AND DEPARTMENT APPROVAL)
Attendance at monthly Honors Seminar is required. Honors thesis is completed during the student's senior year. Can be registered for more than once. PREREQUISITE(S): Senior standing and departmental approval.

PSY 397
EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH [JRYR]
Experiential Learning/Psychology Research.

PSY 398
READING AND RESEARCH (PREREQ(S): SENIOR STANDING AND CONSENT OF CHAIR)
PREREQUISITE(S): Senior standing and consent of chair.

PSY 399
INDEPENDENT STUDY (PREREQ: DEPT APPROVAL)
PREREQUISITE: departmental approval.

Public Policy Studies

Public Policy Studies

PPS 100
INTRODUCTION TO URBAN STUDIES (SELF, SOCIETY AND THE MODERN WORLD)
In this course students explore alternative approaches to the study of cities, with particular emphasis placed on the foundational literature of Urban Studies.

PPS 101
URBAN STUDIES
Urban Studies

PPS 201
PUBLIC POLICY AND URBAN ISSUES
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.

PPS 202
PUBLIC POLICY AND ENVIRONMENTAL ISSUES
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.

PPS 203
GOVERNMENTS, NON-PROFIT ORGANIZATIONS, AND MARKETS (PREREQ: ECO 105)
This course examines how governments, non-profit organizations, and markets raise and distribute resources. Primarily introducing and using the tools of policy analysis, this course examines the role of the government,
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(S): ECO 105.

PPS 204
QUANTITATIVE PUBLIC POLICY ANALYSIS
This course applies research and analytical skills to public policy issues. Quantitative methods and statistical analysis focused on applied public policy issues is highlighted.

PPS 241
BUREAUCRACY AND POLITICS
This course examines the ways that administrative organizations participate in and influence the policy-making process and the common forms of politics within bureaucracies.

PPS 250
ISSUES IN NEIGHBORHOOD DEVELOPMENT (SELF, SOCIETY AND THE MODERN WORLD)
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.

PPS 251
URBAN POVERTY
This course examines the demographics of poverty and its concentration in central cities. In addition, definitions of poverty and public policies aimed at alleviating poverty are explored with the aim of understanding why poverty remains prevalent in the United States.

PPS 252
PUBLIC POLICY IN COMPARATIVE AND HISTORICAL PERSPECTIVE
This course examines the origins and evolution of urban public policy in the United States and other countries. Substantive emphases include city planning measures, urban redevelopment, health and environmental measures, as well as various social policies.

PPS 253
THE CINEMATIC CITY
This course examines the relationship between the city and cinema and explores how the city both real and ideal is represented in film. Covering a diverse selection of films, genres, and historical periods, the course critically explores the relationship between urban forms and cinematic representations.

PPS 254
SCREENING SUBURBIA
The course explores how suburbia was represented in cinema since the post-war period. Covering diverse selection of films and genre, the course examines how domesticity, family life, gender roles, race, suburbanization, domestic space and architecture have been in cinematic space. Drawing on historical and contemporary sources, the course places suburbia at the center stage and examines the relationship between cinema and suburban ideals and how cinema as a particular mode of representation has sought to address suburbia as a particular American social and cultural landscape.

PPS 255
CITIES, GLOBALIZATION AND PUBLIC POLICY
The course will examine the process of globalization on cities and its policy implication. In particular, the course will explore how the impact of globalization on cities may be evaluated; what benefits or problems they produce and for whom. It will conclude by looking at how public policy professionals can influence these results.

PPS 256
ECONOMICS, ENVIRONMENT AND THE GOVERNMENT: RESOLVING THE CONFLICTS
Technological development and economic growth, despite their benefits, have affected the natural environment to the point of ecological and world-wide crisis. Governments have scrambled for appropriate responses to the crisis with a variety of high-level international conferences to analyze and implement solutions to these acute environmental problems. Are they successful? Due to the nature of environmental sciences, this course takes an interdisciplinary perspective combining the natural sciences and the perspectives of social, economic and political science. Consequently, it is recommended to undergraduate students expected to major in International Studies, Economics, Public Policy, Geography, Anthropology, Political Science, Sociology, and so on.
PPS 258
PUBLIC POLICY/SERVICE LEARNING (JUNIOR YR EXPERIENTIAL LRNG: SERVICE)
Projects vary from quarter to quarter

PPS 301
PUBLIC POLICY AND THE POLITICAL PROCESS (SELF, SOCIETY AND THE MODERN WORLD)
This course introduces students to the politics and routines of governmental decision making. Students examine the roles, institutional contexts, and aims structuring the activities of administrators, legislators, lobbyists, and grassroots activists.

PPS 302
IMPLEMENTATION OF ENVIRONMENTAL AND URBAN POLICY
This course examines how organizational cultures affect decision making. The course focuses on bureaucratic decision making 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.

PPS 303
PUBLIC POLICY AND LEADERSHIP [SSMW]
This course analyzes modes of leadership within the context of public policy formulation and implementation. The policymaking process in post-industrial democracies will be discussed from bureaucratic, grassroots, and electoral standpoints, emphasizing the challenges for civic and community leadership that emerge from negotiating competing interests in policy outcomes.

PPS 320
PUBLIC POLICY IN PRODUCTION AND USE OF ENERGY AND POLLUTION CONTROL
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.

PPS 324
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.

PPS 328
INTERNSHIP IN ENVIRONMENTAL STUDIES
Students earn academic credit by working outside the university for an organization whose agenda centers on environmental issues.

PPS 329
TOPICS IN ENVIRONMENTAL STUDIES
The topic of this in-depth course varies.

PPS 330
SUSTAINABLE DEVELOPMENT
Sustainable development has become a crucial concept in international initiatives worldwide. It attempts to foster policies that balance the need for economic development with practices that promote healthy communities and ecosystems. This course is based on the instructor's theoretical and practical experience gathered in developed and developing countries under market and command economies conditions. Special emphasis is placed on the role of institutions, both governmental and non-governmental, in shaping economic policies that are compatible with environmental health. The course pursues the objective of preparing students to understand main environmental problems and to generate solutions for these problems from a multidisciplinary perspective.

PPS 331
ENVIRONMENTAL JUSTICE
The purpose of this course is to provide students with a historical background on environmental justice (EJ) in
The purpose of this course is to provide students with a historical background on environmental justice (EJ) in the US and an understanding of the current EJ movement. Policy debates surrounding EJ are highlighted from recent studies on determining 'disproportionate impact' to local EJ communities. In addition, students will experience the challenges of EJ organizations in Chicago through the service-based leaning component of the course. Twenty-five hours of service learning is required for completion of this course.

PPS 340
DYNAMICS OF PUBLIC POLICY [CROSS-LISTED AS PSC 320]
Competing theories of policy formulation and the application of these theories to current policy contexts. Problems of policy implementation will be considered. Cross-listed with PSC 320.

PPS 341
INEQUALITY IN AMERICAN SOCIETY
This course examines political, social and economic inequalities in the United States and the various public policies that influence its affects.

PPS 342
TOPICS IN PUBLIC POLICY
Topics in Public Policy.

PPS 350
CRITICAL ISSUES IN URBAN DEVELOPMENT
The course examines the central issues in contemporary urban development: how urban restructuring, demographic shifts, new patterns of production and consumption, as well as technologically-grounded globalization processes, shape urban development. The course emphasizes the changing context of urban development policy and explores various critical approaches to interpreting urban development policy.

PPS 351
THE POLICY AND POLITICS OF URBAN HOUSING
The course looks at housing as a social symbol and material commodity, with particular emphasis placed on the role of government in the direct provision of housing and the indirect support of home ownership, as well as housing policies indirect impact on neighborhood development, race relations, and metropolitan suburburbanization.

PPS 352
ISSUES IN URBAN EDUCATIONAL POLICY
This course examines the politics, history, and social context of urban education. Special attention is devoted to emerging policy alternatives such as the use of school vouchers and the formation of charter schools.

PPS 358
INTERNSHIP IN URBAN STUDIES
Students earn credit by working in local public or non-profit agencies dealing with urban issues.

PPS 359
TOPICS IN URBAN STUDIES
This course provides an in-depth examination of various urban studies issues.

PPS 392
CAPSTONE: BIOINVASIONS
Invasive species, those plants and animals deliberately or accidentally introduced from one part of the world to another often have negative implications for native species. They are recognized as a major threat to human health (SARS), to agriculture (many of our weeds are invasive), to the ecosystem integrity of freshwater and terrestrial systems, and to biological diversity worldwide. These species represent a major policy challenge for Chicago. In this class, we will be engaged in preparing an extensive policy review. The overall objective in preparing this report and bibliography will be to regionalize this global literature making it useful to policy makers currently engaged in crafting policy on this issue.

PPS 393
CAPSTONE: GENTRIFICATION  [PREREQ(S): PPS MAJOR WITH SENIOR STATUS]
This course is designed to bring together much of the knowledge attained by Public Policy students during their four years at DePaul by focusing on the often contentious issues of urban gentrification and re-gentrification. Gentrification involves economic issues, political issues, environmental issues, educational issues, race and ethnicity, and equity issues as well. The course shall examine the variables associated with the process of gentrification, the advantages and disadvantages of that process, the winners and the losers in
the process, and the political and economic implications of all of this. Prerequisite(s): PPS major with senior status.

PPS 395
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.

PPS 396
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.

PPS 397
TRAVEL/STUDY
Travel/Study

PPS 398
SENIOR SEMINAR
In this capstone seminar, students from the Environmental Studies and Urban Studies tracks will explore topics that link their respective specialty areas.

PPS 399
INDEPENDENT STUDY
Independent Study
Religious Studies

REL 103
RELIGIOUS WORLDS IN COMPARATIVE PERSPECTIVE [RD:RQ]
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.

REL 104
RELIGIONS IN CHICAGO (JUNIOR YR EXPERIENTIAL LEARNING)
An experience-centered introduction to the varieties of religious thought and expression manifest in the greater Chicago area. Includes site visits.

REL 109
THE JEWISH EXPERIENCE [RD:RT]
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.

REL 110
THE CHRISTIAN EXPERIENCE [RD:RT]
An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future.

REL 111
THE AMERICAN RELIGIOUS EXPERIENCE [RD:RQ]
Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.

REL 113
THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES [RD: RT]
An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture.

REL 115
THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE [RD:RT]
An 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. Formerly REL 215.

REL 116
THE ISLAMIC EXPERIENCE [RD:RT]
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.

REL 142
HINDU EXPERIENCE [RD:RT]
A survey of the varieties of Hindu practice and thought. Hinduism in India and throughout the world will be examined.

REL 143
BUDDHIST EXPERIENCE [RD:RT]
A survey of the varieties of Buddhist practice and thought. Different forms of Buddhism throughout the world will be examined.

REL 144
THE AFRICAN RELIGIOUS EXPERIENCE [RD: RT]
A survey of the varieties of African religious practice and thought.

REL 161
INDIGENOUS RELIGIONS OF NORTH AMERICA [RD:RT]
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.

REL 162
POPULAR AND INDIGENOUS RELIGIONS OF MEXICO AND CENTRAL AMERICA [RD:RT]
An exploration of old and new religious traditions of Mexico and Central America and its diaspora. Our studies will focus on myths and stories as ancient as pre-Conquest times and as recent as today's movies; and we will examine them in written, oral, visual, ritualized, theatrical, musical and even electronic forms.

REL 180
INTRODUCTION TO CATHOLICISM [RD: RT]
An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

REL 183
THEMES IN CATHOLIC SOCIAL THOUGHT [CROSS-LSTD AS CTH 183] [RD:RQ]
An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as CTH 183.

REL 190
INTERPRETING SACRED TEXTS [RD:RQ]
A survey of the formation, use and interpretation of sacred texts by religious and secular communities.

REL 200
DEBATES ABOUT GOD  [RD:RQ]
A study of classical and contemporary arguments regarding the existence and meaning of "God," as developed in a variety of theistic traditions.

REL 201
RELIGION AND ETHICS I [RD:RQ]
Analytic and normative approaches to ethics in Western philosophical and Christian traditions.

REL 202
ETHICAL WORLDS: MORAL ISSUES ACROSS  CULTURES [RD:RQ]
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.

REL 205
RELIGION AND ETHICS II [RD:RQ]
Analytic and normative approaches to ethics in a non-Christian tradition, such as Judaism, Islam or African traditional religions.

REL 212
RELIGION AND POPULAR CULTURE [RD:RQ]
An exploration of various forms of popular culture and their intersection with diverse religious traditions and ethical concerns. The course also examines the marketing in mass media of religious themes in popular culture.

REL 213
CHRISTIAN THOUGHT IN CLASSICAL AND MEDIEVAL TIMES [RD:RT]
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.

REL 214
TRANSFORMATION IN CHRISTIANITY: THE REFORMATION TO THE PRESENT [RD:RT]
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.

REL 217
ISLAM IN GLOBAL CONTEXTS [RD:RT]
A study of Islam's developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other.

REL 218
BLACK INTELLECTUAL TRADITIONS [RD:RT]
An introduction to Black intellectual traditions which emerge from and inform Black religious traditions and which have religious and/or liberation content. Thinkers and content vary.

REL 220
PSYCHOLOGY AND RELIGION [RD:RQ]
Psychological factors operative in acquisition, formation and development of religious expression and commitment.

REL 221
RELIGION IN SOCIETY (CROSS-LISTED AS SOC 343) [RD:RQ]
Sociological study of religious groups, institutions, behavior, and belief systems in human life and society. Cross-listed as SOC 343.

REL 222
CONTEMPORARY MORAL ISSUES [RD:RQ]
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 various religious traditions to selected moral issues such as war and peace, sexual behavior, etc.

REL 223
LITERATURE AND THE SACRED [RD:RQ]
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.

REL 224
RELIGION AND POLITICS IN THE UNITED STATES [RD:RQ]
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.

REL 225
RELIGION AND THE ARTS [RD:RQ]
Variable topics. How human beings across cultures express their comprehension and experience of ultimate meaning in a variety of artistic forms.

REL 226
TECHNOLOGY, ETHICS, AND SOCIETY [RD:RQ]
An examination of the impact of modern technologies on society with particular attention paid to ethical issues.

REL 227
RELIGIOUS ETHICS AND PROFESSIONAL LIFE [RD:RQ]
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.
REL 228
BUSINESS, ETHICS AND SOCIETY [RD:RQ] [CROSS-LISTED AS MGT 228] [PREREQ(S): ENG 103]
This course will examine the nature and purpose of economic life and contemporary commerce as understood from the perspective of religious and secular communities, as well as the ethical implications that flow from the various worldviews. Sections of the course critically examine the thought of different religious traditions on specific business-related issues, placing a variety of religious discourses into direct conversation with secular voices regarding ethical business conduct. Cross-listed as MGT 228. Prerequisite(s): ENG 103.

REL 229
MEDICINE, ETHICS AND SOCIETY [RD:RQ]
Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Religious Studies and of Philosophy.

REL 232
ANCIENT ISRAEL: HISTORY, LITERATURE, AND RELIGION [RD: RT]
The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.

REL 233
THE NEW TESTAMENT [CROSS-LISTED: CTH 213] [RD:RT]
An introduction to the historical-critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient history and society.

REL 234
VARIETIES OF EARLY CHRISTIANITY [RD:RT]
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.

REL 235
PAUL AND HIS INFLUENCE IN EARLY CHRISTIANITY [RD:RT]
A critical examination of the development of 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.

REL 236
PAUL AND HIS INFLUENCE IN EARLY CHRISTIANITY [RD:RT]
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.

REL 237
VARIETIES OF JUDAISM IN THE GREEK AND ROMAN WORLD [RD:RT]
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.

REL 238
THE BIBLE GOES TO THE MOVIES [RD:RT]
This course examines the interaction of the Bible and Hollywood movies by considering how stories, ideas, and themes from the Bible have been portrayed in movies. Specific biblical texts will be analyzed in their historical context and in relation to contemporary movies.

REL 241
REL 241
RELIGION IN CHINESE HISTORY, SOCIETY, AND CULTURE [RD:RT]
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.

REL 242
HINDU THOUGHT AND CULTURE [RD:RT]
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.

REL 243
BUDDHIST THOUGHT IN CULTURAL CONTEXT [RD:RT]
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.

REL 245
RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE [RD:RT]
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.

REL 246
TRADITIONS OF CHINESE POPULAR CULTURE [RD:RT]
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.

REL 247
LITERATURE AND RELIGION IN JAPAN [RD:RT]
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.

REL 248
LITERATURE AND RELIGION IN CHINA [RD:RT]
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.

REL 254
THE BODY & HUMAN RELATIONSHIPS:DIVERGENT MEANINGS, CONFLICTING VALUES [RD:RQ]
Love and sexuality in biblical and nonbiblical religions, examined cross-culturally, conceptually, and ethically.

REL 256
WELLNESS, DISEASE AND AIDS IN CROSS CULTURAL PERSPECTIVE [RD:RQ]
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.
REL 257
DEATH AND ITS BEYOND: EXPERIENCE, MYTH AND RITUALS [RD:RQ]
Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually and ethically.

REL 259
RELIGION AND SOCIAL ENGAGEMENT [JUNIOR YEAR EXPERIENTIAL LEARNING: SERVICE]
An investigation of the ways in which various religious traditions engage the social order. Traditions, persons and movements that form the focus of the course will vary from section to section. The course will integrate theory and practice in studying forms of religious engagement. All students will perform some service to a community or within a community organization or agency.

REL 260
RELIGION AND POLITICAL CONFLICT [RD:RQ]
An examination of the role of religions and religious movements in political conflicts. Particular sections will examine the relationship of religions to violence and peacemaking in different areas of the world.

REL 262
RELIGION AND GLOBALIZATION [RD:RQ]
An examination of the moral, religious, and social dimensions of the phenomenon of globalization. Through a critical assessment of both the positive and the negative dimensions of globalization, students will seek to understand more fully the ethical implications of globalization for economics, culture, and society.

REL 263
RELIGION AND POLITICS IN THE MIDDLE EAST [RD:RQ]
An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities.

REL 264
COLONIZATION, RELIGION AND RESISTANCE [RD:RQ]
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.

REL 265
REFORM MOVEMENTS WITHIN ISLAM [CROSS-LISTED AS IWS 265] [RD:RQ]
This course will deal with the idea of "reform" within Islamic political movements in the modern period. The course will analyze various Islamic reform movements such as the Wahahabis, the Muslim Brotherhood, the Modernists, the Traditionalists, seeking a pattern in these movements.

REL 266
ISLAM IN THE UNITED STATES [RD:RT] (CROSS-LISTED AS IWS 266)
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.

REL 268
MODERN JUDAISM [RD:RT]
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.

REL 269
CLASSICAL TEXTS OF RABBINIC JUDAISM [RD:RT]
An exploration of the history, religion, and culture of the Jewish people between the destruction of the Second Temple by the Romans in 70 CE and the Islamic conquest of the Near East in the seventh century CE. Investigates the formation of such major rabbinic texts as the Talmud, midrashim, and liturgical and mystical compositions in their historical settings and cultural contexts.
REL 270
WOMEN IN THE BIBLE  [RD:RT]
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.

REL 271
THE QUR'AN AND ITS INTERPRETERS [CROSS-LISTED AS IWS 271] [RD:RT]
A study of the origin, transmission, and interpretation of the Qur'an.

REL 272
MUSLIM WOMEN IN TEXTS  [RD:RT] (CROSS-LISTED AS IWS 272)
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.

REL 273
JESUS ACROSS CULTURES [RD:RQ]
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.

REL 274
WOMEN IN AFRICAN RELIGION AND CULTURE  [RD:RQ]
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.

REL 275
COMMUNITY AND AUTHORITY IN MEDIEVAL JUDAISM [RD:RT]
An introduction to the history, religion and culture of the Jewish people under Christendom and Islam from the fourth through the end of the fifteenth centuries.

REL 278
WOMEN AND RELIGION [RD:RQ]
A study of the historical and contemporary roles and contributions of women within major religious traditions, especially Christianity and Judaism.

REL 280
ROMAN CATHOLIC THEOLOGICAL THINKING (X-LISTED CTH 243) [RD:RT]
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.

REL 281
ROMAN CATHOLIC LITURGY (XLIST CTH 231)[RD:RT]
A study of the emergence, meaning and dynamics of ritual in the Roman Catholic tradition.

REL 282
ROMAN CATHOLIC SPIRITUAL LITERATURE [RD:RT]
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.

REL 283
ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT [RD:RQ]
A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the relation between Church and State, the moral authority of the Church, and of its teaching on such issues as social ethics, politics and economics.

REL 284
CATHOLICISM AS A SPIRITUAL PATH (XLIST: CTH 229)
An experience-centered study of the relationship between contemplation and action, prayer and service,
An experience-centered study of the relationship between contemplation and action, prayer and service, liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical and contemporary spiritualities will be explored. (Cross-listed as Catholic Studies 229)

REL 285
ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS [RD:RT]
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.

REL 287
ROMAN CATHOLIC MORAL TRADITIONS [RD:RQ]
This course examines various moral topics within a Roman Catholic framework. Papal pronouncements, Magisterial statements, Episcopal texts, the works of influential theologians, and critical voices both within and beyond the Church will be critically examined. Special attention will be paid to the method of moral argumentation.

REL 291
LOOKING FOR GOD IN LATIN AMERICA [RD:RT]
An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S.

REL 295
SECTARIAN MOVEMENTS WITHIN ISLAM [CROSS-LISTED AS IWS 295] [RD:RT]
This course will look at the various sects within Islam such as Shi’ism, Kharjism, etc. The course will also look at theological sects such as the Mu'taziliets. The course will be concerned with the history, the beliefs, and the present circumstances (if they still exist today) of these sects.

REL 298
METHODS AND APPROACHES IN THE STUDY OF RELIGION [RD:RQ] [PREREQ(S): Any 100 level Religious Studies]
A study of the methods, theories, and philosophical approaches used to describe what is termed "religion" in the West. The course will focus on the central questions, key authors, and historical movements that have influenced the field of religious studies. Formerly REL 208. Prerequisite(s): 100 level REL course.

REL 300
THEORIES OF CULTURE AND RELIGION
An investigation of 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.

REL 301
THEORIES OF RELIGION AND SPIRITUALITY
An interdisciplinary investigation into the nature of religious experience drawing on the fields of anthropology, psychology, sociology, and theology.

REL 305
TOPICS IN RELIGION AND CULTURE
Examines particular issues in the relationship between religion and culture. Specific topics for current offering are noted in the current class schedule.

REL 320
TOPICS IN RELIGIOUS ETHICS
Examines methods and content of religious ethics. Specific topics for current offering are noted in the current schedule.

REL 322
FEMINIST ETHICS (CROSS-LISTED AS WMS 310/410/MLS 477)
An investigation of theoretical issues regarding women's moral experiences and of feminist ethical arguments combatting various forms of oppression.
REL 324
RELIGION AND LAW
An intensive study of the many dimensions of religious liberties in a pluralist society. Explores the language of constitutional and political discourse generally, and the ways in which language affects an understanding of the First Amendment. Includes case studies on particular religious communities and their encounters with American law.

REL 332
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.

REL 340
INQUIRIES IN WORLD RELIGIONS
Various topics within the comparative study of religions. Specific topics for current offering are noted in the current schedule.

REL 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.

REL 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.

REL 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.

REL 344
YOGA AND TANTRA
An examination of various forms of yoga and tantra as spiritual disciplines.

REL 348
RELIGIONS IN AFRICA AND THE DIASPORA
An advanced examination of the indigenous religions of Africa as they encounter other religious traditions throughout the world.

REL 350
TOPICS IN RELIGIOUS THOUGHT
Examines specific methods, issues, and/or movements in religious thought. Specific topics for current offering are noted in the current class schedule.

REL 351
LIBERATION THEOLOGY (JR YR EXPERIENTIAL LEARNING:SERVICE)
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. Entails either an Applied Research or Service Learning component.

REL 360
HISTORY, MATERIAL CULTURE AND RELIGION IN 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.
REL 363
CLASSICAL TEXTS IN JUDAISM
An advanced analysis of selected Jewish texts.

REL 365
TEXTS, HISTORY, AND ISLAM
An advanced analysis of selected Islamic texts.

REL 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.

REL 372
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.

REL 380
TOPICS IN RELIGIOUS TEXTS
Examines methods and meanings in the study of religious texts. Specific topics for current offering are noted in the current class schedule.

REL 382
RELIGION IN THE CONTEMPORARY UNITED STATES
An advanced examination of traditional communities and contemporary movements in the United States.

REL 383
POSTMODERN THEMES IN AMERICAN RELIGION
An advanced examination of postmodern thought in American religious life.

REL 384
THE CULTURE OF AMERICAN CATHOLICS
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.

REL 390
INTEGRATING SEMINAR (PREREQ: JUNIOR OR SENIOR STANDING AND PERMISSION)
A seminar for Religious Studies majors focusing upon the methods, classic texts and current issues in the study of religion. PREREQUISITE(S): Junior or senior standing and permission of the department chair.

REL 392
FOREIGN STUDY IN RELIGION
Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Religious Studies credit when approved in advance by the director of the Foreign Studies Program and the chair of the Religious Studies Department.

REL 393
INTERNSHIP IN RELIGIOUS STUDIES (PREREQ: JR/SR STDG AND PERMISSION)
Open only to students working on Religious Studies major or minor concentrations. For more information contact the department chair. PREREQUISITE(S): Junior or senior standing and permission of the department chair.

REL 397
SENIOR THESIS (PREREQ: GPA = 3.0, IN RELIGIOUS STUDIES COURSES, 3.1.; PERMISSION)
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. PREREQUISITE(S): Grade point average of 3.0 overall, 3.1 in Religious Studies courses, and permission of the department chair.
REL 399
INDDEPENDENT STUDY (PREREQ: JUNIOR OR SENIOR STANDING AND PERMISSION)
PREREQUISITE(S): Junior or senior standing and permission of the department chair.

REL 103
RELIGIOUS WORLDS IN COMPARATIVE PERSPECTIVE [RD:RQ]
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.

REL 104
RELIGIONS IN CHICAGO (JUNIOR YR EXPERIENTL LEARNING)
An experience-centered introduction to the varieties of religious thought and expression manifest in the greater Chicago area. Includes site visits.

REL 109
THE JEWISH EXPERIENCE [RD:RT]
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.

REL 110
THE CHRISTIAN EXPERIENCE [RD:RT]
An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future.

REL 111
THE AMERICAN RELIGIOUS EXPERIENCE [RD:RQ]
Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.

REL 113
THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES [RD: RT]
An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture.

REL 115
THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE [RD:RT]
An 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. Formerly REL 215.

REL 116
THE ISLAMIC EXPERIENCE [RD:RT]
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.

REL 142
HINDU EXPERIENCE [RD:RT]
A survey of the varieties of Hindu practice and thought. Hinduism in India and throughout the world will be examined.

REL 143
BUDDHIST EXPERIENCE [RD:RT]
A survey of the varieties of Buddhist practice and thought. Different forms of Buddhism throughout the world will be examined.

REL 144
THE AFRICAN RELIGIOUS EXPERIENCE [RD:RT]
A survey of the varieties of African religious practice and thought.

REL 161
INDIGENOUS RELIGIONS OF NORTH AMERICA [RD:RT]
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.

REL 162
POPULAR AND INDIGENOUS RELIGIONS OF MEXICO AND CENTRAL AMERICA [RD:RT]
An exploration of old and new religious traditions of Mexico and Central America and its diaspora. Our studies will focus on myths and stories as ancient as pre-Conquest times and as recent as today's movies; and we will examine them in written, oral, visual, ritualized, theatrical, musical and even electronic forms.

REL 180
INTRODUCTION TO CATHOLICISM [RD: RT]
An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

REL 183
THEMES IN CATHOLIC SOCIAL THOUGHT [CROSS-LSTD AS CTH 183] [RD:RQ]
An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as CTH 183.

REL 190
INTERPRETING SACRED TEXTS [RD:RQ]
A survey of the formation, use and interpretation of sacred texts by religious and secular communities.

REL 200
DEBATES ABOUT GOD [RD:RQ]
A study of classical and contemporary arguments regarding the existence and meaning of "God," as developed in a variety of theistic traditions.

REL 201
RELIGION AND ETHICS I [RD:RQ]
Analytic and normative approaches to ethics in Western philosophical and Christian traditions.

REL 202
ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES [RD:RQ]
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.

REL 205
RELIGION AND ETHICS II [RD:RQ]
Analytic and normative approaches to ethics in a non-Christian tradition, such as Judaism, Islam or African traditional religions.

REL 212
RELIGION AND POPULAR CULTURE [RD:RQ]
An exploration of various forms of popular culture and their intersection with diverse religious traditions and ethical concerns. The course also examines the marketing in mass media of religious themes in popular culture.

REL 213
CHRISTIAN THOUGHT IN CLASSICAL AND MEDIEVAL TIMES [RD:RT]
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.

REL 214
TRANSFORMATION IN CHRISTIANITY: THE REFORMATION TO THE PRESENT [RD:RT]
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.
REL 217
ISLAM IN GLOBAL CONTEXTS [RD:RT]
A study of Islam’s developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other.

REL 218
BLACK INTELLECTUAL TRADITIONS [RD:RT]
An introduction to Black intellectual traditions which emerge from and inform Black religious traditions and which have religious and/or liberation content. Thinkers and content vary.

REL 220
PSYCHOLOGY AND RELIGION [RD:RQ]
Psychological factors operative in acquisition, formation and development of religious expression and commitment.

REL 221
RELIGION IN SOCIETY (CROSS-LISTED AS SOC 343) [RD:RQ]
Sociological study of religious groups, institutions, behavior, and belief systems in human life and society. Cross-listed as SOC 343.

REL 222
CONTEMPORARY MORAL ISSUES [RD:RQ]
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 various religious traditions to selected moral issues such as war and peace, sexual behavior, etc.

REL 223
LITERATURE AND THE SACRED [RD:RQ]
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.

REL 224
RELIGION AND POLITICS IN THE UNITED STATES [RD:RQ]
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.

REL 225
RELIGION AND THE ARTS [RD:RQ]
Variable topics. How human beings across cultures express their comprehension and experience of ultimate meaning in a variety of artistic forms.

REL 226
TECHNOLOGY, ETHICS, AND SOCIETY [RD:RQ]
An examination of the impact of modern technologies on society with particular attention paid to ethical issues.

REL 227
RELIGIOUS ETHICS AND PROFESSIONAL LIFE [RD:RQ]
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.

REL 228
BUSINESS, ETHICS AND SOCIETY [RD:RQ] [CROSS-LISTED AS MGT 228] [PREREQ(S): ENG 103]
This course will examine the nature and purpose of economic life and contemporary commerce as understood from the perspective of religious and secular communities, as well as the ethical implications that flow from the various worldviews. Sections of the course critically examine the thought of different religious traditions on specific business-related issues, placing a variety of religious discourses into direct conversation with secular voices regarding ethical business conduct. Cross-listed as MGT 228. Prerequisite(s): ENG 103.
REL 229
MEDICINE, ETHICS AND SOCIETY [RD:RQ]
Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Religious Studies and of Philosophy.

REL 232
ANCIENT ISRAEL: HISTORY, LITERATURE, AND RELIGION [RD: RT]
The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions.

REL 233
THE NEW TESTAMENT [CROSS-LISTED: CTH 213] [RD:RT]
An introduction to the historical-critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient history and society.

REL 234
VARIEDIES OF EARLY CHRISTIANITY [RD:RT]
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.

REL 235
PAUL AND HIS INFLUENCE IN EARLY CHRISTIANITY [RD:RT]
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.

REL 236
VARIEDIES OF JUDAISM IN THE GREEK AND ROMAN WORLD [RD:RT]
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.

REL 237
GODS AND GODDESSES IN THE GREEK AND ROMAN WORLD [RD:RT]
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).

REL 238
THE HISTORICAL JESUS [RD:RT]
An investigation of the early Christian Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical reconstruction and religious interpretation, and the significance of conflicting interpretations of Jesus, will also be considered.

REL 239
THE BIBLE GOES TO THE MOVIES [RD:RT]
This course examines the interaction of the Bible and Hollywood movies by considering how stories, ideas, and themes from the Bible have been portrayed in movies. Specific biblical texts will be analyzed in their historical context and in relation to contemporary movies.

REL 241
RELIGION IN CHINESE HISTORY, SOCIETY, AND CULTURE [RD:RT]
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.

REL 242
HINDU THOUGHT AND CULTURE [RD:RT]
An exploration of Hinduism as a civilization whose key reference points are religious in the sense understood
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.

REL 243
BUDDHIST THOUGHT IN CULTURAL CONTEXT [RD:RT]
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.

REL 245
RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE [RD:RT]
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.

REL 246
TRADITIONS OF CHINESE POPULAR CULTURE [RD:RT]
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.

REL 247
LITERATURE AND RELIGION IN JAPAN [RD:RT]
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.

REL 248
LITERATURE AND RELIGION IN CHINA [RD:RT]
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.

REL 254
THE BODY & HUMAN RELATIONSHIPS: DIVERGENT MEANINGS, CONFLICTING VALUES [RD:RQ]
Love and sexuality in biblical and nonbiblical religions, examined cross-culturally, conceptually, and ethically.

REL 256
WELLNESS, DISEASE AND AIDS IN CROSS CULTURAL PERSPECTIVE [RD:RQ]
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.

REL 257
DEATH AND ITS BEYOND: EXPERIENCE, MYTH AND RITUALS [RD:RQ]
Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually and ethically.

REL 259
RELIGION AND SOCIAL ENGAGEMENT [JUNIOR YEAR EXPERIENTIAL LEARNING: SERVICE]
An investigation of the ways in which various religious traditions engage the social order. Traditions, persons...
An investigation of the ways in which various religious traditions engage the social order. Traditions, persons and movements that form the focus of the course will vary from section to section. The course will integrate theory and practice in studying forms of religious engagement. All students will perform some service to a community or within a community organization or agency.

REL 260
RELIGION AND POLITICAL CONFLICT [RD:RQ]
An examination of the role of religions and religious movements in political conflicts. Particular sections will examine the relationship of religions to violence and peacemaking in different areas of the world.

REL 262
RELIGION AND GLOBALIZATION [RD:RQ]
An examination of the moral, religious, and social dimensions of the phenomenon of globalization. Through a critical assessment of both the positive and the negative dimensions of globalization, students will seek to understand more fully the ethical implications of globalization for economics, culture, and society.

REL 263
RELIGION AND POLITICS IN THE MIDDLE EAST [RD:RQ]
An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities.

REL 264
COLONIZATION, RELIGION AND RESISTANCE [RD:RQ]
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.

REL 265
REFORM MOVEMENTS WITHIN ISLAM [CROSS-LISTED AS IWS 265] [RD:RQ]
This course will deal with the idea of "reform" within Islamic political movements in the modern period. The course will analyze various Islamic reform movements such as the Wahahabis, the Muslim Brotherhood, the Modernists, the Traditionalists, seeking a pattern in these movements.

REL 266
ISLAM IN THE UNITED STATES [RD:RT] (CROSS-LISTED AS IWS 266)
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.

REL 268
MODERN JUDAISM [RD:RT]
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.

REL 269
CLASSICAL TEXTS OF RABBINIC JUDAISM [RD:RT]
An exploration of the history, religion, and culture of the Jewish people between the destruction of the Second Temple by the Romans in 70 CE and the Islamic conquest of the Near East in the seventh century CE. Investigates the formation of such major rabbinic texts as the Talmud, midrashim, and liturgical and mystical compositions in their historical settings and cultural contexts.

REL 270
WOMEN IN THE BIBLE [RD:RT]
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.

REL 271
THE QUR'AN AND ITS INTERPRETERS [CROSS-LISTED AS IWS 271] [RD:RT]
A study of the origin, transmission, and interpretation of the Qur'an.
REL 272
MUSLIM WOMEN IN TEXTS [RD:RT] (CROSS-LISTED AS IWS 272)
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.

REL 273
JESUS ACROSS CULTURES [RD:RQ]
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.

REL 274
WOMEN IN AFRICAN RELIGION AND CULTURE [RD:RQ]
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.

REL 275
COMMUNITY AND AUTHORITY IN MEDIEVAL JUDAISM [RD:RT]
An introduction to the history, religion and culture of the Jewish people under Christendom and Islam from the
fourth through the end of the fifteenth centuries.

REL 278
WOMEN AND RELIGION [RD:RQ]
A study of the historical and contemporary roles and contributions of women within major religious traditions,
especially Christianity and Judaism.

REL 280
ROMAN CATHOLIC THEOLOGICAL THINKING (X-LISTED CTH 243) [RD:RT]
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.

REL 281
ROMAN CATHOLIC LITURGY (XLIST CTH 231)[RD:RT]
A study of the emergence, meaning and dynamics of ritual in the Roman Catholic tradition.

REL 282
ROMAN CATHOLIC SPIRITUAL LITERATURE [RD:RT]
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.

REL 283
ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT [RD:RQ]
A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the
relation between Church and State, the moral authority of the Church, and of its teaching on such issues as
social ethics, politics and economics.

REL 284
CATHOLICISM AS A SPIRITUAL PATH (XLIST: CTH 229)
An experience-centered study of the relationship between contemplation and action, prayer and service,
liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical
and contemporary spiritualities will be explored. (Cross-listed as Catholic Studies 229)

REL 285
ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS [RD:RT]
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.
REL 287
ROMAN CATHOLIC MORAL TRADITIONS  [RD:RQ]
This course examines various moral topics within a Roman Catholic framework. Papal pronouncements, Magisterial statements, Episcopal texts, the works of influential theologians, and critical voices both within and beyond the Church will be critically examined. Special attention will be paid to the method of moral argumentation.

REL 291
LOOKING FOR GOD IN LATIN AMERICA  [RD:RT]
An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S.

REL 295
SECTARIAN MOVEMENTS WITHIN ISLAM  [CROSS-LISTED AS IWS 295]  [RD:RT]
This course will look at the various sects within Islam such as Shi'ism, Kharjism, etc. The course will also look at theological sects such as the Mu'taziliets. The course will be concerned with the history, the beliefs, and the present circumstances (if they still exist today) of these sects.

REL 298
METHODS AND APPROACHES IN THE STUDY OF RELIGION  [RD:RQ]  [PREREQ(S): Any 100 level Religious Studies]
A study of the methods, theories, and philosophical approaches used to describe what is termed "religion" in the West. The course will focus on the central questions, key authors, and historical movements that have influenced the field of religious studies. Formerly REL 208. Prerequisite(s): 100 level REL course.

REL 300
THEORIES OF CULTURE AND RELIGION
An investigation of 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.

REL 301
THEORIES OF RELIGION AND SPIRITUALITY
An interdisciplinary investigation into the nature of religious experience drawing on the fields of anthropology, psychology, sociology, and theology.

REL 305
TOPICS IN RELIGION AND CULTURE
Examines particular issues in the relationship between religion and culture. Specific topics for current offering are noted in the current class schedule.

REL 320
TOPICS IN RELIGIOUS ETHICS
Examines methods and content of religious ethics. Specific topics for current offering are noted in the current schedule.

REL 322
FEMINIST ETHICS  (CROSS-LISTED AS WMS 310/410/MLS 477)
An investigation of theoretical issues regarding women's moral experiences and of feminist ethical arguments combating various forms of oppression.

REL 324
RELIGION AND LAW
An intensive study of the many dimensions of religious liberties in a pluralist society. Explores the language of constitutional and political discourse generally, and the ways in which language affects an understanding of the First Amendment. Includes case studies on particular religious communities and their encounters with American law.

REL 332
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.

REL 340
INQUIRIES IN WORLD RELIGIONS
Various topics within the comparative study of religions. Specific topics for current offering are noted in the current schedule.

REL 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.

REL 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.

REL 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.

REL 344
YOGA AND TANTRA
An examination of various forms of yoga and tantra as spiritual disciplines.

REL 348
RELIGIONS IN AFRICA AND THE DIASPORA
An advanced examination of the indigenous religions of Africa as they encounter other religious traditions throughout the world.

REL 350
TOPICS IN RELIGIOUS THOUGHT
Examines specific methods, issues, and/or movements in religious thought. Specific topics for current offering are noted in the current class schedule.

REL 351
LIBERATION THEOLOGY (JR YR EXPERIENTIAL LEARNING:SERVICE)
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. Entails either an Applied Research or Service Learning component.

REL 360
HISTORY, MATERIAL CULTURE AND RELIGION IN 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.

REL 363
CLASSICAL TEXTS IN JUDAISM
An advanced analysis of selected Jewish texts.

REL 365
TEXTS, HISTORY, AND ISLAM
An advanced analysis of selected Islamic texts.
REL 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.

REL 372
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.

REL 380
TOPICS IN RELIGIOUS TEXTS
Examines methods and meanings in the study of religious texts. Specific topics for current offering are noted in the current class schedule.

REL 382
RELIGION IN THE CONTEMPORARY UNITED STATES
An advanced examination of traditional communities and contemporary movements in the United States.

REL 383
POSTMODERN THEMES IN AMERICAN RELIGION
An advanced examination of postmodern thought in American religious life.

REL 384
THE CULTURE OF AMERICAN CATHOLICS
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.

REL 390
INTEGRATING SEMINAR (PREREQ: JUNIOR OR SENIOR STANDING AND PERMISSION)
A seminar for Religious Studies majors focusing upon the methods, classic texts and current issues in the study of religion. PREREQUISITE(S):Junior or senior standing and permission of the department chair.

REL 392
FOREIGN STUDY IN RELIGION
Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Religious Studies credit when approved in advance by the director of the Foreign Studies Program and the chair of the Religious Studies Department.

REL 393
INTERNSHIP IN RELIGIOUS STUDIES (PREREQ: JR/SR STDG AND PERMISSION)
Open only to students working on Religious Studies major or minor concentrations. For more information contact the department chair. PREREQUISITE(S):Junior or senior standing and permission of the department chair.

REL 397
SENIOR THESIS (PREREQ: GPA = 3.0, IN RELIGIOUS STUDIES COURSES, 3.1.; PERMISSION)
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. PREREQUISITE(S):Grade point average of 3.0 overall, 3.1 in Religious Studies courses, and permission of the department chair.

REL 399
INDEPENDENT STUDY (PREREQ: JUNIOR OR SENIOR STANDING AND PERMISSION)
PREREQUISITE(S):Junior or senior standing and permission of the department chair.
Russian

Undergraduate Course Descriptions

Russian

RUS 101
BASIC RUSSIAN I
Listening to, speaking, reading and writing Russian in a cultural context for the beginning student.

RUS 102
BASIC RUSSIAN II (COREQ: RUS 100)
Continued emphasis on the four skills in culturally authentic situations. Must be taken with Russian 100. COREQUISITE(S): RUS 100

RUS 103
BASIC RUSSIAN III (COREQ: RUS 100)
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. COREQUISITE(S): RUS 100

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

RUS 105
INTERMEDIATE RUSSIAN II
Continuing practice in spoken and written Russian and further development of reading and listening abilities in an authentic cultural context.

RUS 106
INTERMEDIATE RUSSIAN III
Developing more fluency in speaking, understanding, reading and writing Russian with a concomitant heightened awareness of the cultural dimensions of the Russian language.

RUS 197
SPECIAL TOPICS IN RUSSIAN
See schedule for current offerings.

RUS 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

RUS 199
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): Permission of chair & instructor required.

RUS 201
ADVANCED RUSSIAN LANGUAGE I [PREREQ(S): RUS 106 OR EQUIVALENT]
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Prerequisite: RUS 106 or equivalent.

RUS 202
ADVANCED RUSSIAN LANGUAGE II [PREREQ(S): RUSSIAN 201 OR EQUIVALENT]
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Prerequisite: RUS 201 or equivalent.

RUS 203
ADVANCED RUSSIAN LANGUAGE III [PREREQ(S): RUS 202 OR EQUIVALENT]
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Prerequisite: RUS 202 or equivalent.
RUS 205
ADVANCED RUSSIAN: LITERATURE AND CULTURE I
Grammar, written composition and cultural readings for native speakers of Russian.

RUS 206
ADVANCED RUSSIAN: LITERATURE AND CULTURE II
Continued emphasis on improved grammar and writing for native speakers of Russian with collateral cultural readings.

RUS 207
ADVANCED RUSSIAN: LITERATURE AND CULTURE III
Advanced composition and writing course emphasizing standard and literary language with appropriate literary and cultural readings.

RUS 297
SPECIAL TOPICS IN RUSSIAN
See schedule for current offerings.

RUS 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisites(s): permission required.

RUS 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

RUS 397
SPECIAL TOPICS IN RUSSIAN
See schedule for current offerings.

RUS 398
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

RUS 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.
Schl for New Learning Graduate

Undergraduate Course Descriptions

Schl for New Learning Graduate

SNL 10
ASSESSMENT FEE
Assessment Fee

SNL 70
PROFESSIONAL COMPETENCY FEE
Professional Competency Fee

SNL 71
PROFESSIONAL COMPETENCY FEE
Professional Competency Fee

SNL 72
PROFESSIONAL COMPETENCY FEE
Professional Competency Fee

Scientific World

Undergraduate Course Descriptions

Scientific World

SW 111
PW9/EXPERIENTIAL LEARNING EVALUATION: PHYSICAL WORLD
(COMPETENCIES) WW

SW 112
PW0/EXPERIENTIAL LEARNING EVALUATION: PHYSICAL WORLD
(COMPETENCIES) WW

SW 114
EXPERIENTIAL LEARNING EVALUATION: PHYSICAL WORLD
Experiential Learning Evaluation: Physical World

SW 121
INTERNET APPLICATIONS FOR SMALL BUSINESSES
This course examines the design and development of web applications for small business. The course focuses on Internet technology to support consumer-oriented e-commerce, enterprise e-business solutions, and emerging business-to-business trading models. The topics will cover e-business models, internet marketing, online transactions ethical and social issues and internet security. Students will study different models for e-commerce applications and build a web application for small business using HTML, VB Script and Active Server Page. Competences: A3C, S1D, S3F, FX  Faculty: Zoaib Mirza

SW 122
S1 /EXPERIENTIAL LEARNING EVALUATION: EXPERIENCING SCIENCE
S1 /Experiential Learning Evaluation: Experiencing Science

SW 123
S2 /EXPERIENTIAL LEARNING EVALUATION: PATTERNS AND PROCESSES
S2 /Experiential Learning Evaluation: Patterns And Processes

SW 124
S3 /EXPERIENTIAL LEARNING EVALUATION: SCIENCE, TECHNOLOGY, AND SOCIETY
S3 /Experiential Learning Evaluation: Science, Technology, And Society

SW 125
S4 /EXPERIENTIAL LEARNING EVALUATION: INTERCONNECTIONS IN THE NATURAL WORLD
S4 Interconnections in the Natural World. Can describe and explain connections among diverse aspects of nature.

SW 126
S5 /EXPERIENTIAL LEARNING EVALUATION: INFORMATION TECHNOLOGY
S5 Information Technology. Can use contemporary information technology effectively.

SW 140
S5 /INFORMATION TECHNOLOGY PROFICIENCY
The S-5 proficiency test is an integrative exercise of basic skills around information technology. Students can obtain credit for the S-5 competence by taking this test. The test is three hours in length. Below are the criteria to fulfill the S-5 competence. S-5: Can use current information technology for integrated solutions to problems. Uses the current suite of software applications at a basic level as recommended by the University, including a text editor, presentation software, database management, and spreadsheets. Uses and comprehends the structure of current Internet technology as recommended by the University, including electronic mail and basic web browsing. Identifies a problem or problems that require(s) an information technology solution and applies a tentative solution demonstrating command and in-depth knowledge of the tools and techniques used.

SW 195
ELEMENTS OF ALGEBRA
This course provides an introduction to use of algebra. Students will begin by exploring arithmetic and plane geometry skills including fractions, decimals, percentages, and metrics. When ready for algebra, the class will learn to manipulate equations. The emphasis will be placed on building confidence in solving everyday problems through algebra. Although the course will move to complex and simultaneous equations, the focus will remain on algebra basics and their applications. The first half of these courses meet at Truman College and the second half at DePaul's Loop Campus, and lasts up to 15 weeks. You may register for up to 2 competencies (L6 and one other comp). Competencies: L6, S2X, FX.

SW 200
GUIDED INDEPENDENT STUDY: SCIENTIFIC WORLD
Guided Independent Study: Scientific World

SW 201
WEB PAGE DESIGN
With so many people jumping on the Web publishing bandwagon, you can easily feel like you've been let in the dust. Today, people are cranking out publications with worldwide distribution and impact as a result of Web publication software. This course is designed for Web page content creators and aims to give you the skills needed to build basic pages on the internet using Microsoft's FrontPage 2000. FrontPage allows Web publishing without knowledge of HTML (the language used to create Web pages). FrontPage allows you to write and design your web site on your own computer and publish the final product to a distant server. Once your site is on the server, you can republish changes or you can open the site directly on the server for minor changes and updates. Competences: FX, S3X, S1D. Faculty: Michael Lightfoot

SW 202
WEB PAGE DEVELOPMENT AND DESIGN
This course describes the tools and techniques needed to design a web site for personal and professional use. We will cover the fundamentals of web site design practices, HTML, forms, image creation and editing, and Javascript through lecture, discussion, lab and homework. Students will complete a series of exercises that lead toward building a functional web site using these tools and techniques. Successful completion of
Exploring the Internet is required to register. Web access is also required. Competencies: F-X, S-1-D, S-1-X, A-2-C. Faculty: David Lash

SW 203
STATISTICS FOR USE
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. covered. *Some facility with algebra as evidenced by Practical Math and Applied Algebra or its equivalent is required. Topics will 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 candidates 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. Competencies: F-X, H-1-X, S-2-X. Faculty: Staff.

SW 204
URBAN GROWTH AROUND THE GLOBE
The earth sustains various kinds of organisms, including those created for and by humans. Cities, their growth and decline, provide us with a rich source of information about history, society, population, and ecology. In short, the study of cities tells us who we are, where we have been, and where we are likely to go next. As we in the United States work to develop a global perspective, we need to include the assessment of city evolution across the world. Given our dependence upon global sources of energy and our position as world political leader, we need to be consciously aware of how cities across the world influence and are influenced by US economy and values. This course will analyze the interrelationships among population, the environment, and economics. Past, current, and potential future policies relative to these issues will be evaluated. Competences: H5, FX, S2X, S3X. Faculty: Mark Enenbach

SW 205
PRACTICAL ALGEBRA
This course covers algebraic concepts and computational skills ranging from basic variable representation to solving equations and deriving/using advanced mathematical formulas to solve financial problems. The basic skills needed for comprehension will be reviewed as each new concept is introduced. Calculators will be used throughout the course. A scientific calculator with the "log" function is the most useful. Competences: S2X, FX. Faculty: John Hemmerling

SW 206
NUTRITION AND BIOLOGICAL DEVELOPMENT
Today’s consumers want and need to be educated about taking charge of their own health. With the current fact-pace world that has spilled over into our eating habits, food choices have become unlimited. Choosing a healthful approach to diet requires basic information about our body’s nutritional needs. The greater our understanding of our basic bodily needs, the better able we are to make choices concerning our health. This course will offer an overview of the basic science of nutrition, with an emphasis on the relationship between disease and nutrition, and current research findings. Competencies: S2A, S2C, S2D, S3B, S4. Faculty: Patricia Stifter

SW 207
LIFESTYLE INTERVENTION
Research in the life sciences is making it increasingly clear that an understanding of the factors which affect our health requires a willingness to accept complex answers to what may appear to be simple questions. The interaction of diet, exercise, and various aspects of "lifestyle" create a multitude of opportunities for each individual to actively control various aspects of his or her current and future states of health.

SW 208
ISSUES IN SCIENCE AND RELIGION
In our everyday lives we are (perhaps increasingly) confronted with challenging issues that lie in a domain resting between science and religion. These issues provoke questions whose answers have serious implications for our public and personal understanding of who we are and what our place within the universe is. The debate, for example, concerning the origins and development of human life, whether through evolution by natural selection or intelligent design, compel us to take a position in matters concerning what kind of education our children receive in school, what kinds of research our tax dollars should fund, and how we conceptualize human life. This course centers on developing and practicing your abilities to delve into questions and issues such as these by viewing them through the lenses of scientific perspectives, ethical frameworks, and historical interpretations. Readings, discussions, real-world research, journaling, short opinion papers, class presentations, these will all be entry points to questions like: Are science and religion
SW 209  
Biodiversity  
The study of biological diversity, which is the measurement of the amount of genetic, species and ecological variation on earth, is emerging as one of science's and society's most important and urgent endeavors. Scientific efforts to study biodiversity have intensified because of our growing appreciation of the pivotal roles human population growth and urbanization play in accelerating the extinction of plant and animal species through the destruction of critical habitats. In this course, we will examine the central questions: How is the security of humanity dependent on the perpetuation of biological diversity? Do we have an obligation to future generations to keep life on the planet as diverse as possible? Since life on earth has been evolving and diversifying for at least 3.8 billion years and most of the diversity that once existed (as much as 99%) has been lost to extinction processes, we will focus on the character and causes of earth's past biodiversity crises in order to critically assess the severity of the current "biodiversity crisis." Students will be introduced to major biodiversity issues through discussions, readings, lectures, labs, field trips, and original inquiry. Subjects will include: the ways different cultures view the biosphere, biodiversity measurements and monitoring, biodiversity trends in earth's geologic past, the value of and human dependence on biodiversity, global and regional biodiversity currently at risk, policies to protect biodiversity ("the regulation of extinction"), the role of science and technology in preserving biodiversity, restoration ecology and ecological economics. Students will develop a detailed research paper, adhering to a scientific reasoning format, on a biodiversity issue of their choice. Competences: S1B, S2D, S3C, S4. Faculty: Kevin Downing

SW 210  
Environmental Issues of the 21st Century  
Have you ever wanted to enhance your environmental awareness locally, nationally, and internationally? Do you ponder your impact on the earth's natural resources? Students will explore environmental quality, sustainability, natural resources, water, soil, and air quality, global warming, and human interactions with the environment. A series of discussions, activities, guest speakers, debates, oral presentations, and computer modeling exercises will offer concept comprehension as well as insight in improving environmental quality. At the end of the course students will reflect on ways to improve environmental quality individually and as a community. Competences: S1A, S3C, S4, FX. Faculty: Akilah Martin

SW 211  
Using Information Technology Effectively  
Dealing with change has become essential for all of us, in our private lives and in our organizations and businesses. For some people, change is a stimulating adventure. For others, it is painful anxiety-provoking. Yet the reality of today's business world is that no one can avoid change. The implementation of information technology in the workplace result in complex changes and poses difficult challenges for supervisors and employees. In this course, we will examine issues regarding the individual and social aspects of implementing information technology in work and community. We will explore questions of access to and control of information technology, and concerns for individual privacy. The students will be exposed to a variety of conceptual frameworks and perspective that they may use for interpreting problems and managing change related to integrating computer technology into social systems of work. We will explore each framework or perspective by applying it to case studies. We will reflect on the effectiveness and shortcomings of each interpretive perspective. Pre-1999 Competencies: HC-5, PW-Q, WW. BA-1999 Competencies: F-X, H-2-C. Faculty: Michael Lightfoot

SW 212  
Ecology and the Urban Environment  
Understanding ecology will show you the relationship between living things and where they live. Many of the processes that explain the relationships between plants, animals and their natural habitats are the same ones that affect the urban communities humans inhabit. In this course, we will examine topics that explain these similarities on a local and global level, including biological communities, population dynamics, productivity, environmental health and toxicology, food, hunger, nutrition, sustainable agriculture, pollution, waste and recycling, natural resource management and conservation, energy resources both conventional and sustainable, climate and atmospheric conditions, urbanization and sustainable cities. This course will give you a framework to make individual consumer, political and personal choice decisions that affect your quality of life and the quality of life of others in distant lands. Roleplaying and discussions on everything from the choices of fabrics for clothes, transportation, animal rights to the amount of water used while brushing your teeth will allow you to connect your behavior to a global environment. Through readings, journaling, class discussion, class project and research paper, students will examine awareness as the key to a sustainable
SW 213
MEASURING GLOBAL CLIMATE CHANGE
In this course we will view global climate change from several angles and through various lenses. What happened to climate during the last 800 million years? What happened since the beginning of the industrial revolution? We'll evaluate predictions and prescriptions for the future. We'll consider politics, economics, and human beliefs and behaviors as they relate to the current global warming trend. Topics for study can range from one person's daily decisions about tooth-brushing or commuting, up to larger issues such as "Why did nearly 200 countries, but not the U.S., ratify the Kyoto Protocol?" or "What happens to Europe, and the rest of us, if the Atlantic Ocean Gulf Stream stalls out?" Doing a major paper or project for each chosen competence will allow you to focus on whatever aspects of global climate change you find most compelling. The overall goal is to become more informed, and to act more responsibly, about Earth, its living organisms and climates, and our influences on them. Competences: H2E, S2E, S4, S3C

SW 214
WOMEN, HEALTH, AND MEDICINE
This is an introductory course on contemporary issues in women's health. Historical, cultural, and legal issues that have shaped present day approaches to women's health care will be explored. Topics include the roles of women as health care providers, disorders specific to women, women's sexuality, reproductive rights, and the childbirth experience. The impact of sex role socialization on women's physical and mental health will also be investigated. Students will gain a better understanding of how decisions affecting women's health are made. Each student will be asked to give a short presentation to the class on an area of women's health that is of particular concern to her or him. Pre-‘99 Competencies: PW-4, PW-E, AL-D. BA'99 Competencies: S-2-A, S-3-B, H-3-C. Faculty: Victoria Meyer

SW 215
STRESS MANAGEMENT FOR HEALTH AND WELLNESS
This course will explore the effect of stress upon the physiology of the body and offer a variety of alternative methods to alleviate these symptoms. Students will gain an understanding of the body's stress response mechanisms and how this response when not checked can lead to consequences that diminish the quality of life. Students will learn techniques for activating the body's relaxation response mechanisms. We will explore the theoretical and practical application of relaxation techniques such as controlled breathing, meditation, self-massage, biofeedback, Yoga, Tai Chi and other alternative health practices. The importance of nutrition as a means of combating stress will also be covered. Through experiencing the physiological response of the body to stress reduction techniques, students will gain the ability to assess and manage their own stress. Other skills students will be able to acquire include: recognizing stress symptoms in self and others, how to choose a stress reduction method, understanding the relationship between stress and wellness, and devising stress reduction regimes for others. Journaling, a short paper, selected readings and demonstration of advanced Yoga and Tai Chi techniques by a guest speaker will enhance the learning experience. Competencies: H-3-F, S-2-A, S-3-X. Faculty: Yirser Ra Hotep

SW 216
THE SCIENCE AND COMMERCE OF COFFEE AND TEA
The class will use a variety of readings discussions and activities to explore the science and economics of popular hot beverages. This class will focus on the science behind growing and brewing coffees and teas (and tisanes) and these beverages affect on the human body. Coffees, in particular, teas and tisane elements less so, are grown in highly specific ecosystems. The class will learn about and compare these ecosystems, earth friendlier alternative ecosystems for these commodities and common forest ecosystems that are found in Northern Illinois. The class will also look at the historic and current state of coffee and tea commerce. The class will include field trips that could include: local orchards, area coffee houses, area organic food stores, teahouses, etc. Some of these trips will be during regularly scheduled class time and others may be assigned as independent student work outside of class. WARNING: Basic taste testing during the class will focus on coffee and tea without additions. While students will have many opportunities to review popular, flavored coffee and tea drinks, in-class taste tests will focus on unadulterated coffee and tea comparisons. Students must be willing to sample espressos and coffees black. Competences: S4, S2X, S1X, FX. Faculty: Jill Joachim

SW 217
WANTED: THE BEST AND THE BRIGHTEST
In this course, students examine intelligence testing and its uses in employee selection and placement. Students learn the principles of assessing human traits (reliability, validity, bias and other systematic errors), and apply them to intelligence testing. We will work to define "intelligence" and consider various approaches to intelligence, contrasting the theories of unitary vs. multiple intelligences. Students will examine the
implications of the definitions and measurement approaches on different groups of people, both historically and currently, with attention to the unintended effects of the biases of test developers and the ethical implications of different approaches and uses of intelligence testing. Competences: H3A, S3D, A3C, FX. Faculty: Beth Rubin

SW 218
WHAT IT MEANS TO BE HUMAN
Self-awareness distinguishes humans from other species of animals and allows us to raise questions about ourselves. This course will examine the works of Freud, Jung, Adler, Skinner, Maslow, and others. Emphasis will be placed on the evolution of questions as well as answers in personality theories. Through readings, lectures, videos, discussions, and written assignments, students will examine the application of the scientific process to themselves and others. Pre-'99 Competencies: PW-2, PW-4, PW-5, HC-4. BA'99 Competencies: S-1-A, S-2-A, S-2-C, H-3-A. Faculty: Anthony Kopera

SW 219
HUMAN SEXUALITY
This course will examine sexuality from cross-cultural and historical perspectives. The focus will be on differences in socialization of the sexes and the resulting influence on our attitudes and behaviors. Through independent research, discussions, and lectures, students will investigate a variety of topics including anatomy, sexual response patterns, sexual orientations, sexual dysfunctions and variation, and sexual exploitations. Sexually transmitted diseases, especially AIDS will be included. Concerns associated with adolescent sexuality will be discussed as a reflection of the society in which we live.

SW 220
COSMIC HISTORY: FROM BIG BANG TO MANY UNIVERSES
This course invites students to enter into some of the universe’s most mysterious spaces, especially black holes, red shifts, and tenth dimensions. Scientific studies of the cosmos have reached a remarkable level of consensus, but mysteries continue to boggle astrophysicists’ minds. Einstein’s Theory of General Relativity, Hubble’s “Big Bang,” and subsequent theories regarding dark energy, dark matter, black holes, and other features of cosmic history are now supported by a growing body of evidence from studies of background radiation, “red shifts,” and other astrophysical data. But puzzles remain that compel the boldest of thinkers to reconsider the physics of both the cosmic and the subatomic. This course invites students to engage in critical analyses of twentieth-century developments in the science of cosmic history, its creative process, and its movement toward connecting diverse aspects of the universe within a Grand Unified Theory. Competencies: A5, H1F, S2B, S4

SW 221
BUILDING AN ONLINE CATALOG OF CHICAGO ACTIVISM
This class will chart, categorize, and record all the civic activism and social change organizations working in Chicago and post mini-profiles to a Wikipedia space that the general public will be able to search by type of issue and neighborhood. This publishing project will grow with each class’s contributions and will allow viewers to post comments and add links and other resources. Students will be provided with information about the types of community change organizations working in Chicago and will then have a choice of assignments such as the following: research groups within a specific setting (e.g. recycling); research groups working in a specific community (e.g. Lawndale); research a hero/heroine of social change (e.g. Gail Cinicotta); or research a specific incident in Chicago’s social change history (e.g. The Haymarket Riot). Students will also work on the user interface and conduct user experience tests to see how casual viewers use the site. Viewers on the site will be able to browse the organizations by type of issue and neighborhood. This reference will be a significant resource for citizens who want to make a difference in Chicago. Competencies: L7, A2D, S1D, S3X

SW 222
WEB SITE DESIGN
Designing a web site, for personal or professional use, requires a number of skills. This course serves as an introduction to the tools and methods for creating effective web sites. Students will learn the fundamentals of HTML, forms, image creation and editing, and JavaScript through exercises which will lead to the creation of a functional web site by the end of the course. In addition to these practical skills, the course will also discuss the effective design practices for a successful web site. * Prerequisite: Successful completion of "Exploring the Internet" course, familiarity with Windows, ability to use a word processor, some experience using the Internet. Competencies: F-X, S-1-D, S-1-X, A-2-C.

SW 223
PRINCIPLES OF A SUSTAINABLE LIFESTYLE
Our consumer choices, habits and lifestyle have a local and global impact. The items we consume, such as:
Our consumer choices, habits and lifestyle have a local and global impact. The items we consume, such as housing, furnishings, clothing, transportation, travel, food, recreation, entertainment and disposables mainly come from non-renewable natural resources produced in far away lands and have a cradle-to-grave lifecycle. Awareness and education as to the safety and efficacy of consumer products is often suspect with contradicting information from the media, manufacturers, government and advocacy groups. Employing a sustainable paradigm for all of your consumer choices will allow you to have a smaller footprint, (ecological and carbon) on the planet and live a healthier, guilt free existence. We will explore the meaning of the `triple bottom line' or cradle to cradle approach to consumption. Consumer models, field trips and personal experiments will help pave the way to become a conscientious global citizen. Competences: S1E, S2D, S3B, H1H. Faculty: Nadine Bopp

SW 224
EXPLORING PHYSICS: NEWTON TO EINSTEIN
This course will trace 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 in a world with ever-increasing means to destroy itself. Through discussions, demonstrations, and lectures, students will explore the development of physics from Egypt and Greece to black holes and quarks. Pre-1999 Competencies: PW-2, PW-B, PW-F. BA-1999 Competencies: S-1-A, S-2-X, S-3-A. Faculty: Frank Gnagni

SW 225
LEGAL AND ETHICAL IMPLICATIONS OF GENETIC TECHNOLOGY
As a general rule, employers may conduct various medical tests to determine fitness for duty. Absent laws to the contrary, employers and insurers may likewise conduct and utilize genetic information with or without employee authorization. Such practices may result in the screening of otherwise healthy employees out of an opportunity for advancement or out of a job entirely. Whether or not these activities amount to discrimination and whether the employee has any legal recourse may turn on his or her employment status. The vast majority of American workers are governed by the employment at will doctrine and remain woefully uninformed about the rights and responsibilities associated with that status. Pre-1999 Competencies: HC-A, PW-B, WW. BA-1999 Competencies: F-X, H-2-A, S-3-A. Faculty: Susan Alvarado

SW 226
THINKING THROUGH TECHNOLOGY: SCIENCE AND ITS APPLICATIONS
Technology, as a product of research and problem solving, will be explored as a means of understanding and utilizing various approaches to problem-solving and reasoning. In addition, the impact and consequences of introducing various technological developments will be examined. Students will select a technology, such as the telephone, and trace its history, development, and the ways in which it has opened new options in its field. The computer will be explored as a case in point which is teaching us how we think and how that may be changing. Pre-1999 Competencies: PW-2, PW-B. BA-1999 Competencies: S-1-A, S-3-A. Faculty: Doug Erickson

SW 227
HUMAN GROWTH AND AGING
As we progress through life and its stages, we realize and experience the fact the human body is biologically changing, growing and aging. This course provides a study of the basic structure and functions of the human body, its anatomy and physiology. With this foundation, age-related characteristics and some dysfunctions associated with the aging process are studied. Students will apply learned theoretical principles by using their own bodies and examination of preserved materials in the laboratory experiments to explore and assess anatomy and body functions as they apply to age related changes. Competencies: L-7, S-2-A, S-2-C, S-3-A. Faculty: Anne B. Donnersberger

SW 228
MEDICAL AND SCIENTIFIC DEVELOPMENTS: HARD CHOICES
This course will examine: various technological developments; their actual or potential impact on society; the responses that curious institutions have made to these technologies and their effects; the difficulties those institutions face in attempting to address technology related issues and various values systems that could or should be used to aid those institutions or others in determining whether these technologies should be encouraged or prohibited.

SW 229
THE POLITICAL ECONOMY OF ENERGY
In this course we will investigate the connection between energy and the political economy. We are interested in the ways that social identity and individual action shape the power relationships that center on
interested in the ways that social identity and individual action shape the power relationships that center on energy. This course will also provide a focus on the various forms of energy available for use in the 21st century, and will provide a theoretical framework for analyzing the costs and benefits each represents to individuals and society. Ethical constraints will be evaluated as they arise at the juncture between social policy and individual interest. This is a five-week course. You can register for only one competence. Pre-'99 Competencies: PW-C, PW-F. Faculty: Corinne Benedetto

SW 230
ILLNESS EXPERIENCE
At various points in our lives we are all faced with the experience of illness personally or through our friends or relatives. This course will examine and question how differing perspectives shape those experiences for both the patient and the provider of health care. Attention will be focused on the relationship between the individual and institutions, such as the hospital, by examining case reports, medical charts, and patients' own "stories" in both documentary and fictional narratives. Students will explore biomedical and biopsychosocial models to describe various factors in the etiology and course of disease on the way to developing notions of how a holistic model of health care might function. Reading and discussions will explore theories of human behavior and the personal dimensions of health and health care.

SW 231
HUMAN IMPACT ON THE WORLD
The elements of planet Earth, its land, water, air and life forms, have always been subject to change and evolution - at nature's own pace. Now human numbers, and our behaviors and technologies, have accelerated that pace well beyond nature's own, to the point where changes are occurring so fast that we can hardly comprehend them. In the pursuit of our desires, we may be pushing the limits of Earth's stress threshold so that our most basic needs, for breathable air, drinkable water, and fertile land may fail to be met. Students will be introduced to basic ecological principles and will explore the nature and consequences of human disruptions and accelerations of natural processes. The linked concepts of "connectedness" and "global thinking" will be emphasized. Pre-1999 Competencies: PW-A, PW-B, PW-C, PW-G. BA-1999 Competencies: S-4, S-2-D, S-3-A, S-3-X. Faculty: Toby Glicken

SW 232
A BRIEF HISTORY OF SCIENCE
We are on the verge of a golden age of astronomy, and yet, how did we get here? How did we create "science" - a method of discovering and understanding our universe, that has brought us so many benefits, and left us with many problems? Come with us to examine one crucial period where the history of science and the history of astronomy pivoted as one -- the Copernican Revolution. Not only did science, and astronomy with it, change, but also culture, thought, politics, and religion as well. We will use a combination of discussion, projects, and reading to explore this crucial period of history. We will lay groundwork by looking first at the ancient world, focus on the Renaissance, and then extend our vision to contemporary astronomy. No previous knowledge of astronomy is expected or required. Pre-'99 Competencies: HC-2, PW-2, AL-5. BA'99 Competencies: A-3-E, H-1-F, S-1-A. Faculty: Harvey Nystrom

SW 233
TECHNOLOGY AND COMMUNITY: BUILDING DEMOCRATIC FUTURES
Western perspectives on technology are wildly divergent - from those that depict technology as an evil force ripping away the very fabric of human society, to those that suggest human progress is synonymous with technological advancement. At the heart of these perspectival disputes is the question to "who or what" shall decide the structure of the present and the course for the future. In this course, we will explore the relationship between society and technology. We will examine the past, that is, the effects that previous technological innovations wrought on the societies in which they emerged. We also will discuss the strategies that communities in those societies adopted to deal with the resultant social changes and outlooks. On this historical and sociological basis, we will investigate the contemporary relationship between social and technological systems. We will review salient attitudes about technology, both popular and scholarly, and explore scenarios for constructing democratic communities in a technoscientific world. The questions that will guide this exploration will include: Is a more efficient technology necessarily an improvement? Do the naysayers of technological advancement simply not "get it?" Can we make our voice heard anyway, since technologies will be developed and used, if not by our community, then by others?

SW 234
VIRTUAL PALEONTOLOGY
Paleontology is the study of fossils which are the remains and traces of past living things. The investigation of fossils is essential to our understanding of how life originated and evolved on earth. Fossils provide us with critical information regarding the character and age of the most significant biological events in earth's history, including: the earliest forms of life, the pivotal development of multi-celled plants and animals, the rise and
demise of the dinosaurs, the adaptive diversification of mammals, and the origin of our own species. This course will examine how fossils can be used to decipher ancient patterns of development and change within earth's physical and biological systems, how biodiversity patterns for fossil groups compare to living groups, and how the anatomy of plant, invertebrate, and vertebrate fossil groups evolved in both form and function. Other topics will include: fossil preservation, determining the age of fossils, reconstructing ancient environments and ecosystems, lifestyles of fossils, dinosaurs, mass extinctions and the evolution-creation controversy. This course is offered via the Internet and makes use of the exciting and growing graphical resources available there on paleontology topics. Students will be introduced to major paleontology principles and issues through readings, links to multimedia resources on the Web, structured chat-room discussions, virtual labs and simulations, fossil specimen kits, a fieldtrip to a natural history museum or fossil site, and original inquiry into a current topic in paleontology. Assessment of student learning will be based on participation in course activities, lab and simulation reports, an essay exam on course readings, and development of a detailed research paper on a current issue in paleontology. The research paper will follow a scientific journal format and will employ scientific reasoning. Pre-'99 Competencies: PW-2, PW-4, PW-5, PW-G, PW-I, PW-O. BA'99 Competencies:  S-4; S-1-A; S-1-B; S-2-A; S-2-C; S-3-E. Faculty: Kevin Downing

SW 235
AMERICAN NATURE WRITING
Many Americans have sought to return to nature to attain inner harmony, to seek inspiration, or to discover the place of humankind in a larger context. These nature-lovers have produced a wealth of writing. Students will examine a wide range of American nature writing. They will also spend time in natural settings accessible to Chicago. Through a number of writing exercises, students will experiment with different forms and purposes of nature writing. These writings will be read and discussed in class, and class members will formulate their views on the return to nature and nature writing as meaningful leisure activities. Students will demonstrate proficiency in chosen competencies through oral and written reports. Pre-'99 Competencies: AL-2, AL-4, AL-C. BA'99 Competencies: A-2-A, A-3-D, A-1-D. Faculty: Nancy Freehafer

SW 236
LIFE MANAGEMENT: PRINCIPLES FOR HEALTH AND WELL-BEING
Stress is a complex part of contemporary life that is not easily defined. It is a product of many biological and psychological factors that are perceived and expressed uniquely by individuals. Stress can be both exhilarating and debilitating, depending on the individual and the context. This course will address concepts, theories and models of stress; biopsychological foundations of stress; social systems of stress, and the various techniques for managing stress. Pre-'99 Competencies: HC-4, PW-E, WW. BA'99 Competencies: H-3-A, S-3-B, F-X. Faculty: Angeline Canella

SW 237
THE SENSES: OUR LINKS TO THE ENVIRONMENT
To live a healthy and successful life in our constantly changing world, we must continuously monitor our environment and adjust to its changes. We achieve this through our sense organs as they gather information from the environment and send that information to our brains, our "world processors," which then interpret and respond to the information. Students will study the structure and function of the sensory portions of the nervous system. We will examine how the environment that one is born into contributes to the physical modeling of the brain, how life-long learning and experience engender continuous remodeling, and how one's world-modeled brain (and mind) perceives and models one's world. Pre-'99 Competencies: PW-4, PW-5, PW-E. BA'99 Competencies: S-2-A, S-2-C, S-3-B. Faculty: Toby Glicken

SW 238
FIELD RESEARCH METHODS
This course will cover methods of conducting research in the field.

SW 239
THE BOTANICAL WORLD
All life is dependent on plants. They are our most precious resource. Our relationship with the plant world encompasses things we take for granted: food, clothes, furniture, musical instruments, medicines, homes and the aesthetic qualities of plants that permeate and refresh the human condition. Recent scientific successes in genetics and biotechnology have made us more aware of what has been done to plants. In this highly interactive course, we will explore these new controversial revelations and the connections between plants and our individual lives. While this is not a laboratory course, we will look at and take apart real plants in and outside the classroom, and even grow some lower plants (molds) at home. There will be one field trip to the Lincoln Park Conservatory and a walk around the Loop (weather permitting). Competencies: S-1-A, S-2-X, S-3-B, S-4.. Faculty: Nadine Bopp
SW 240
SCIENCE, ART AND MEANING
Scientists and artists both respond to nature, in ways which are both similar and different. In this class, we will explore ways of understanding the natural world and of expressing that understanding. A field trip to the Dunes National Park in Indiana will offer a living laboratory for this experience and expression. Pre-1999 Competencies: AL-2, AL-4, AL-F, PW-2, PW-F, PW-H, PW-I. BA-1999 Competencies: A-1-B, A-2-A, S-1-C, S-2-B, S-1-B. Faculty: Pat Monaghan

SW 241
TECHNOLOGY AND GLOBALIZATION: IMPACT ON THE ECONOMY AND FINANCIAL MARKETS
In this course we will look at the technological advances that have taken place over the past 150 years. We will discuss the advances from the green to the industrial to the information revolution, and their effects on our standard of living, the global economy and the financial markets. Students will also be exposed to basic functioning of the financial markets such as the stocks, the bonds, buying and selling securities, P/E ratios, dividend and yields, returns and risks and mutual funds. We will analyze the impact of technological advances and the globalization on these financial markets in general. Upon successful completion of the course, students will be able to understand and follow technological, economic and the financial interests in the newspaper and other media, and will also be able to apply the knowledge to create personal portfolios and make investment decisions. Pre-1999 Competencies: WW, HC-X, PW-F. BA-1999 competencies: FX, H-5, S-3-A. Faculty: Satish Kale

SW 242
NORTH DAKOTA: LAND AND SPIRIT
In this course we will focus on the experience of those who live, work, write, and worship on the High Plains of North Dakota. We will explore ways that individuals and cultures have been shaped by the geography of the Plains, expressing their experience through religion, art, and acts of daily survival. We will also allow this “geography of emptiness” to challenge our own urban focus and enrich our spiritual selves through the re-creative power of work and reflection.

SW 243
BIOLOGICAL WEAPONS: THE HISTORY, SCIENCE AND ETHICS
Biological weapons turn the remarkable progress of medical science into an emerging global threat that poses the policy dilemma of whether to disarm or defend against them. In this course, students will be introduced to normal anatomy and physiology and the technologies that help to understand human function. We will explore biological, medical, historical, ethical and environmental issues to understand the past, present and future of this method of warfare through lectures, team presentations, discussion, readings and individual research projects. Pre-1999 Competencies: PW-4, PW-E, PW-B. BA-1999 Competencies: S-2-A, S-3-A, S-3-B. Faculty: Gary M. Kohn, M.D.

SW 244
THINKING LIKE A MOUNTAIN
We will look at the complex web of relationships between humans and the rest of nature. We will study ecology from several angles. We will study ecological systems and discover how severe disturbances affect them. We will examine ecological awareness in the Chicago area and participate in the work of ecological restoration. Finally, we will read works of creative writers, including Aldo Leopold and Rachel Carson, who have reflected ecological thinking in their works, and we will discuss the impact of these thinkers on society. You may register for three competencies. This course meets for the first six weeks at Truman College; then at the Loop Campus. Pre-'99 Competencies: AL-C, AL-N, PW-2, PW-G, PW-M. BA'99 Competencies: S-4, S-2-A, S-3-C, A-1-D, A-3-A. Faculty: Nancy Freehafer. Richard Kampwirth.

SW 245
GLOBAL PERSPECTIVES: AFRICA AND TECHNOLOGY
This course is designed to provide learning opportunities that derive their unique attributes from a focus on the African continent. We will review definitions of technology and globalization as they apply to emerging African nations. We will study how the general application and use of various technologies have affected the developing countries of Africa from a social, cultural, economic and practical perspective. Technologies to be reviewed include electrification, radio and television, telecommunications, computers, and the Internet. Students will participate in a live video conference with a group of United Nations delegates assigned to committees that oversee technology matters around the world for the purpose of discussing the dispersion of technology. Students must have regular access to the Internet because of research requirements. See also: http://www.wheresitat.com/ for more information. Pre-1999 competencies: PW-3, PW-P, HC-H, HC-X. BA-1999 competencies: L-7, S-5, S-3-F, H-5. Faculty: Donna Jones-Illsley
SW 246
APPLICATIONS OF OFFICE TECHNOLOGY
In this course students will explore the current state of technology while developing Internet and computer skills. Students will learn to navigate the web, insert web text and images into word processing documents, send email containing text, images and attachments, and manage received email. Efficient use of search engines will also be emphasized. Students will design web pages using Netscape Composer (no html coding). Students can look at the impact of technology from the perspective of their world of work, focus area, or global issues. Class project can be a web page or internet based paper. Students can complete all assignments using the DePaul University computer labs or work off campus. Students can use DePaul Online or other internet access. Prerequisites: Students must activate their free DePaul email account to use their id and password for posting their web pages. This course builds upon basic skills in Windows95, word processing, and surfing the internet. This course is not for internet novices. Pre-1999 competencies: PW-3, PW-F. BA-1999 competencies: S-5, S-3-F. Faculty: Patricia Szczerba

SW 247
SCIENCE AND TECHNOLOGY: THEIR IMPACT ON 20TH CENTURY SOCIETY
The 20th century has experienced the greatest number and most profound changes of any in our history. From the invention of plastic to the identification of genes, science and the practical application through technology has changed the way we think and perceive our environment. This course will be an overview of the major discoveries that occurred in the past 100 years and how discoveries in medicine, psychology, ecology and technological innovation have effected society for good or sometimes not so good.. We will look at how the work of women scientists has been included into the mainstream. Female scientists such as Maria Montessori, Barbara McClintock, Marie Curie, Margaret Sanger, Rachel Carson and Margaret Mead will be reviewed along with the discoveries of common items from the computer to the pill. You may register for one competence for this course. Competencies: S-3-F, S-3-A Faculty: Nadine Bopp

SW 248
LITERACY FOR THE NEW MILLENNIUM: A SERVICE LEARNING EXTERNSHIP
The new millennium provides us with an excellent reason to reflect on our culture. This course examines what it means to be literate in a human way. Students will be asked to critically reflect on how a modern technological society, as exemplified by the United States, determines what it means to be educated. Students will reach their own definition of what it means to be literate through reflection on their past learned perceptions and theoretical constructs compared to their new insights as a result of their service learning experience and critical reading of the text. This exploration will involve working one on one with an individual in the midst of a literacy learning experience or working with a small group of learners in a basic adult education organization. The research, Externship, and Service Learning projects can encompass a variety of formats from life histories, to artistic exploration depending on the students’ focus. If the student chooses Externship and/or Service Learning, there is a minimum requirement of 20 hours outside of class working with the literacy organization. Competences: L-10, L-11. Faculty: Donna Jones-Ilsley

SW 249
HUMANS IN NATURE
Does all nature, living and non-living, have intrinsic value? Does all nature possess rights, regardless of human values? Are humans in nature interconnected and woven into its biodiversity? Do humans see themselves disconnected from nature and only using it as a resource? This course is a study in Environmental Science. It differs from other disciplines in that it melds both hard and social science approaches and is mission oriented. In this course, students will examine our connection to nature from a bicentric (life-centered) approach, and eco-centric (Ecologically centered) approach and an anthropocentric (human-centered) approach. Students will cover basic concepts of ecology, from species to ecosystems to biodiversity. Discussion and critical thinking will center on humans as a part of nature, on human population growth, and on humans' influence on the earth's biodiversity, water, air, land and climate. Pre-1999 Competencies: PW-2, PW-3, PW-5, PW-G. BA-1999 Competencies: S, S-2-A, S-2-D, S-3-C

SW 250
MASTERING THE INTERNET
In this Internet-based course, we will investigate online services including electronic mail, World Wide Web, FTP, Newsgroups, and Chat Groups. Since this will be a “hands-on” on-line course conducted entirely on the Internet rather than by traditional classroom lectures, students should be self-motivated to work through the course. Help sessions will be available as needed. Students will be required to use these services to find information on the Internet, create and publish two or three simple web pages, send and receive email, and participate in online and news discussion groups. An online web site will be used to make course material available, including instructions on how to use various Internet services. This is a one-competence course. * Internet access, email, and proficiency in word processing required prior to beginning of class. Note: you
Internet access, email, and proficiency in word processing required prior to beginning of class. Note: you cannot register for this course and Exploring the Internet. Pre-'99 Competencies: PW-3, PW-F, WW. BA '99 Competencies: S-1-D, S-1-X, F-X. Faculty: David Lash

SW 251
ROCKET TO THE MOON
This course explores the impact of space flight in the 20th century. We have witnessed development of space flight, and have extended our reach beyond the surface of our planet. Outer space has provided a host of new discoveries that has revolutionized our understanding of ourselves, the universe, and our significance within it. It has also created serious social, economic, and political repercussions for our society. Culturally, Space has also been a kind of blank screen upon which we project our aspirations, our fears, and our speculations. We will examine how popular film has also fashioned our hopes, our fears, and reflected our thoughts about space flight. BA-1999 Competencies: A-1-I, S-1-E, S-3-A. Pre-1999 Competencies: AL-L, PW-B, PW-J

ROCKET TO THE MOON

SW 252
THE SCIENCE OF AIR TRAVEL
This course will introduce students to the basic elements of the air transportation system and to explore the impact this mode of transportation has on our society. In this course, we will examine the machines and systems that we use for this mode of travel, including airplanes, the air traffic control system, airports, the people that make this all work, and the limitations of this system. In addition, we will emphasize the scientific principles that underlie air travel. Finally, we will explore the impact this mode of travel has on society in the areas of mobility, employment, and cultural exchange. The learning experience will be composed of lectures, readings, problem-solving homework, and discussions. This course meets the only the first five weeks of the quarter, beginning March 28. Students may register for only one competence. Pre-1999 Competencies: PW-B, PW-F. BA-1999 Competencies: S-1-E, S-3-A. Faculty: John Tallarovic

SW 253
USING STATISTICS
This course is designed to introduce the basic concepts of descriptive statistics, employ their use in everyday life, and make sense of the data. Students will create statistical analyses of data and learn top make decisions from reports that they produce in Excel. Understanding statistical concepts is emphasized instead of memorization of formulas. Students will learn from group projects how to analyze data using Excel spreadsheets. The course involves participation in discussion, presentation of cases and demonstration of analyses. Pre-1999 Competencies: HC-F, PW-3, PW-L, WW. BA-1999 Competencies: H1X, S2E, S5, FX.

SW 254
INTRODUCTION TO COMMUNICATION SOFTWARE
In this introductory course, students will develop a broad knowledge of personal computers and an understanding of how they can be used, with various software packages, to communicate and solve problems in your personal and work lives. The class will be ‘hands-on’, you will learn how to access and use Microsoft Word, Excel, and Powerpoint, as well as Internet applications (getting connected, e-mail, web browsers, and various search engines. The course is lecture/discussion and lab oriented. No familiarity with computers is expected. BA-1999 Competencies: F-X, S-1-D, S-5. Pre-1999 Competencies: PW-3, PW-F, WW.

SW 255
BRAIN, MIND AND BEHAVIOR
Scientists have only recently found means to isolate chemicals of the brain, analyze its electrical systems and try to answer questions such as: How does the brain strike a balance between its genetic blueprint and influences from the environment? Where does it “hold” language? This course explains what science knows and does not know about the human brain. It draws on the most current findings, theories, and applications of brain science. Students will meet for guided discussions and will be given textual material for class activities and independent assignments. Competencies: H-3-A, S-4, S-1-A, S-2-A, S-2-C. Faculty: Patricia Stifter

SW 256
USING YOUR COMPUTER CREATIVELY
Computers, we all have them, we all use them, but do we enjoy them? Our computers do many wonderful things. Understanding what they can do and how they can help us to accomplish our own unique needs are two different levels of understanding. In this course we will explore how to use current programs to save time, enrich presentations, and access the multitude of interesting and useful information and images available literally at our fingertips. Students will explore creative uses of word processing, data bases, Internet searches, and presentation technology to enhance their skills and final products for work, school and pleasure. Prerequisites: Basic familiarity with Windows 95 and Microsoft Word is required. An existing student email account on DePaul’s Shrike system is required for class participation and can be obtained through
SW 258
THE CITY IN THE YEAR 2030
What will cities be like 25 years from now? The history of cities throughout the world offers clues to this question. This course will explore the theories of leading experts in the field of urban research and prognostication. Students will examine these views in the context of the political system, population trends, and urban economic activity. Recommended strategies to improve the strength of historically great cities will be analyzed and compared. Practical application of concepts utilized in other areas will be evaluated in terms of their potential use in the City of Chicago. Competencies: H-1-H, H-2-X, S-2-D, A-1-X. Faculty: Mark Enenbach

SW 259
INTERNET TECHNOLOGY
This course will familiarize the student in using the Internet. The course will highlight how to use the Internet for research and information queries. A brief history of the Internet will be reviewed as well as steps to connect to the Internet. The course will introduce the students to file transfer protocols, web browsers, search engines and newsgroups. Each student will gain exposure to surfing the net for both business and personal use. The course will emphasize a hands on approach and make use of lecture and discussion methods. Homework will consist of reading and web page development. Prerequisites: Basic familiarity with Windows 95 and Microsoft Word is mandatory. An existing student account on Shrike is required for class participation and projects. Pre-1999 Competencies: PW-3, PW-F, WW. BA-1999 Competencies: S-5, S-1-D, F-X. Faculty: Mary Garcia

SW 260
DE-CODING HUMAN BEHAVIOR
This course targets the link between the physical environment and social behavior. Every physical space is also a social space; its organization contains a "code" of responsive behavior for people to understand. We focus on these "codes," and examine the ways they provoke conformity and deviance from individuals and groups. Students are expected to enter the social environment and gather publicly-observable data for analysis in the classroom setting. The ethics of social research, and of an observer's interaction with the environment, are key points of inquiry during the quarter. Students in this course work at a "pre-ethnography" level, and are primed by its conclusion to enter and analyze any social group and its physical surround. Competencies: A4, L7, H2X, S2D, FX. Faculty: Corinne Lally Benedetto

SW 261
EXPLORATIONS IN BIOLOGY
This course provides an introductory study of organic macromolecules, the cell, genetic activity and the theory of evolution. Throughout the course we will stress the interdependence of the three biological sub-specialties of genetics, ecology and evolution. Competencies: S-4, S-1-A, S-2-C. Faculty: Barbara Berchiolli

SW 262
ADVANCED WEB PAGE DESIGN AND DEVELOPMENT
This course expands on the course: Web Page Design to continue the tools and techniques needed to develop and design web pages. Students will be expected to know the fundamentals of HTML. The course will build on this know to introduce the function and capabilities of JavaScript. Students will learn the fundamentals of using JavaScript to validate forms, write JavaScript Programs, detect browser information, set and detect cookies, and run simple CGI programs. In addition to these practical skills, the course will also discuss the effective design practices for a successful web site. This course will be lecture, discussion, and lab oriented. Prerequisites: Students are expected to know the fundamentals of HTML. It is recommended that the learner successful complete Webpage Design (SNL 202) or have equivalent experience before taking this class. All students are expected understand how to use the following: developing simple HTML programs; developing tables, forms, links and frames in HTML; familiarity with Windows and using Windows tools; FTP to transfer files to a server machine. Also required: functioning Internet access and email account; functioning student account on the student server, Shrike; regular access to a computer. See also the website at: www.depaul.edu/~dlash Pre 1999 Competencies: PW-3, PW-F, WW. BA-1999 Competencies: F-X, S-1-D, S-1-X

SW 263
THE CITY IN NATURE: WRITING THE URBAN LANDSCAPE
In the 200-year-old tradition of American Nature Writing, its practitioners--from John Muir to Thoreau to Edward Abbey--have been indifferent if not openly hostile to cities. The nature essay has tended to focus on
Edward Abbey—have been indifferent if not openly hostile to cities. The nature essay has tended to focus on the writer's experience of landscapes where people are not normally resident: deserts, mountains, the deep forests. This focus suggests that nature is out there, and that to feel a part of it, we must leave where we live and go visit it. In this nonfiction writing course, students use the conventional essay to offer an alternative possibility: that we inhabit nature wherever we live, including cities, and that the intersection of nature and culture in urban environments is an important subject for analysis and exposition. To prepare themselves to write their own nature essays, students will read along the extraordinary canon of American nature writing; become familiar with the natural history of their own local environments; keep an urban nature journal; and familiarize themselves with current readings in environmental philosophy and ecopsychology. The College Writing course or its equivalent is a pre-requisite for this course. Pre-1999 Competencies: AL-1, PW-E, PW-I.

BA 1999 Competencies: A-1-A, S-1-B, S-1-X.

SW 264
ANIMALS AND CONTEMPORARY LIFE
This is a Service Learning, Externship. Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. In this course, faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer's noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary. Pre-1999 Competencies: LL-7, AL-9 & AL-10, HC-9 & HC-10, PW-9 & PW-10.

BA 1999 Competencies: L-9, E-1, E-2.

SW 266
AN APPROACH TO SYSTEM THINKING
This course provides an introduction to the form of systems thinking called system dynamics. This course introduces the theory and application of the system dynamics modeling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision-making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behavior that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behavior. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behavior and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modeling process). The course deals with all stages of the modeling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (such as STELLA/iThink) and will be expected to work with quantitative computer models. The practical application of system dynamics will be emphasized throughout, using various cases studied from business public-policy making and elsewhere. Pre-’99 Competencies: HC-5, HC-H, PW-3, PW-F, WW. BA’99 Competencies: L-7, H-2-C, S-1-D, S-1-X, S-5, F-X. Faculty: Thomas E. Long

SW 267
SPRING WILDFLOWERS
In this course, students will use photography to make an intimate acquaintance with the earliest spring flowers to become aware of the various woodland ecologies which nurture these species. A manually controlled, adjustable 35mm SLR camera is required for this course and must be brought to the first class. We will make all day Saturday field trips to parks and nature preserves in Michigan, Indiana and Illinois. Students will use field guides, observe and record elements of the environment of each species photographed, and learn the skills of a naturalist. Student photographs and a final paper based on field notes will be evaluated for their quality, accuracy, and detail. Students should expect to spend at least $50.00 for film and processing. Pre-’99 Competencies: PW-2, AL-B. BA’99 Competencies: S-1-A, A-2-C. Faculty: Peggy Stevens

SW 268
WOMEN, NATURE, AND ECOLOGY
Women and nature have been linked since earliest times. As our ideas about both have changed, so have our ideas of their relationship. Changing conceptions of the body, as part of nature, have impacted our understanding of the mind's functioning, approaches to physical and psychological health, and religious thought. Students will study three models of nature to formulate how each looks at the human relationship to nature, defines sex roles, impacts health, and religious standards. We will use readings and discussion. Pre-’99 Competencies: PW-E, HC-C, PW-F. Faculty: Mary Louise Doherty

SW 269
ENERGY AND HEALTH
This course will provide a framework for understanding human energy systems, such as digestion and respiration, as regarding current healthcare practices to enhance their effectiveness (dietary approach, manipulation therapies, acupuncture, exercise, and meditation). We will consider connections between social and environmental variables such as constitution, stress, lifestyle, and vital physiological functions. Each class will build on the basic understanding of biological systems in relation to energy through lecture and discussion. We will review literature on various healthcare practices to discern sound approaches and practical applications. Students will cultivate an appreciation for daily health choices that cumulatively affect their health. Competencies: S-2-A, S-2-C, S-3-D, S-4. Faculty: Staff

SW 270
MAKING STATISTICS WORK
This highly interactive course will help students understand and use statistics to their advantage at work, and in their lives as informed citizens, consumers, and/or parents. Using examples from daily life and work, students will learn to frame and solve common problems. Despite its scary (or boring) reputation, statistics is at heart a set of very powerful tools for thinking and communicating. With the tools learned in this course, students will be better able to cut through reports at work, weigh the claims of political candidates, drill holes in misleading information, and hammer out the real significance of the news. This is a course for all those who have ever wondered: how likely they are to be hit by lightning, whether they are "normal," what percentage of the population really elects the President, or what the odds are of winning the Lottery. (Hint: watch out for that lightning!) Prerequisite: Some facility with algebra, as evidenced by Practical Math and Applied Algebra or its equivalent is required. Pre-'99 Competencies: HC-E, PW-F, WW. BA'99 Competencies: H-1-X, S-2-X, F-X. Faculty: Tom Angelo

SW 271
CHEMICALS IN THE ENVIRONMENT
Confusion and controversy permeate the discussion of the role man-made chemicals play in the environment. This course will provide an understanding of some basic principles of chemistry, so students can evaluate current environmental issues in their communities, and in the press. A major emphasis will be on the total picture: benefits, costs, risks, and hazards associated with common man-made chemicals. We will follow the chemicals from their manufacture through their use and ultimate disposal. Demonstrations, discussions, readings, and reports will stimulate the student to critically evaluate the impact a group of chemicals has on the quality of our lives, and on the ecosystem. Pre-'99 Competencies: PW-2, PW-I, PW-M, PW-N. BA'99 Competencies: S-1-A, S-1-B, S-3-C, S-3-D. Faculty: Cecilia Radlowski

SW 274
IMPACTS OF VARIED ENVIRONMENTS ON HEALTH
Using scientific reasoning, the student will determine how and to what extent the quality of health and life can be altered in varied geographic and personal environments. The physiological relationships of the nutrition-digestive, and respiratory systems of the human body will be studied in depth as systems susceptible to negative environmental influences. Use of mathematics and problem-solving skills will be employed in the manipulation of data in the investigation of norms and the deviations from these norms in selected physiological systems. Students will be actively involved in the learning process. Class activities will include lecture, laboratory group projects (including examination of preserved materials), videos, readings and manipulations of data. Competencies: S-4, S-1-A, S-2-D, S-3-B, L-7. Faculty: Anne B. Donnersberger

SW 275
BODY, MIND, SPIRIT: YOGA AND MEDITATION
Why are 20 million Americans practicing yoga? This course answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. Each student will keep weekly reflection journal observations on the changes (s)he notices in himself or herself. This course will refresh, relax, rejuvenate. Yoga mats and other props will be provided. Bring/wear comfortable clothes (no jeans, belts, dresses). This is a GENTLE YOGA class for beginners - NO PREVIOUS EXPERIENCE is needed. Yoga means to unite or yoke so course will explore the ways to unite body, mind, spirit. This course is designed to 1) help establish good health and well-being; 2) gain scientific knowledge and understanding of the muscular/skeletal, cellular, organ, nerve, and neuroendocrine systems of the body; and 3) explore the spiritual benefits of meditation. Professor Dolan has taught yoga and meditation at DePaul for four years in the DePaul University Chapel. Over the past nine years she has taught yoga at several YMCAs, conferences, retreats, workshops, etc. Competences: A3B, H3F, S1C, S2C. Faculty: Maureen Dolan

SW 277
KEEPING OUR PLANET LIVEABLE
SW 278
BIOMEDICAL ASPECTS OF STRESS
As many as 93% of disease are now believed to be related to stress. This astounding figure underscores the importance of understanding the various aspects of stress, particularly the biological dimensions. The links among perceptions, personally type, brain chemistry, and the endocrine and cardiovascular functions are becoming increasingly well established. More recently, links between our immune system and the activities of the brain are helping us to recognize the truly integrated functions of our bodies in ways which will have very important impacts on our conceptions of health and disease. Students will develop an understanding of stress and stressors, the relationship of stress and the General Adaptation Syndrome as a focal point for applying this information. Exploration of individual differences in stress responses and stress-management techniques will provide a platform for synthesizing information on a personal basis and for analyzing environment/biological interactions.

SW 279
RAINBOWS TO ROLLERCOASTERS: AN INTERACTIVE INTRODUCTION TO PHYSICS
Rainbows To Rollercoasters: An Interactive Introduction To Physics

SW 280
GROWTH AND DECLINE: A DEMOGRAPHIC PUZZLE
The search for balance between economic goals and environmental concerns is an ongoing struggle faced by communities, states, and countries throughout the world. The successes and failures of population and environmental planning will be reviewed in both an historical and a theoretical context. Students will explore issues involved in establishing vital and healthy places to work and live. Through lecture-discussions, readings, films, and independent research, the relationships among population, public services, corporate growth and development, and environmental regulations will be examined. Students will select an area for study and formulate their own demographic and planning strategies. This course meets for only five weeks. Competencies: H-1-H, S-2-D, S-3-C. Faculty: Mark Enenbach.

SW 281
ALASKA
From the mid-century push for statehood and the 1960's fight for Native land rights, through the pipeline boom of the 1970's and the economic bust of the 1980's, Alaska's recent history has been tumultuous and presents an ideal context for exploring the challenges of resource development. Many of the controversies which have recently divided Alaska result from the complex relationship between rights of indigenous people and development of the state's rich natural resources. Pre-1999 Competencies: HC-1, HC-3, HC-F, HC-9, HC-10, PW-A, PW-C, PW-D, PW-F, PW-9, PW-10, AL-C, AL-E, AL-F, AL-9, AL-10.

SW 282
NUTRITION BASICS AND BEYOND
This introductory course will provide a framework for understanding the fundamentals of nutrition, vitamins and minerals, nutrition and disease prevention, food labeling, nutrition through the life cycle, weight management and more. Each class will build upon the basics by exploring current issues and research related to specific topics. Throughout the course, students will begin to separate information from misinformation as well as gain practical knowledge to incorporate into day to day life. Competences: S2A, S2C, S4. Faculty: Elizabeth Wall

SW 283
SOCIETIES IN TRANSITION: ERITREA AND ETHIOPIA
Throughout the world, societies are changing as former political and economic structures are supplanted by emerging democratic systems. SNL has developed travel-study courses under the general title "Societies in Transition" as a way of introducing adult learners to these dramatic changes and as a means of allowing them to experience rich and diverse histories, new cultures, and extraordinary physical environments. Emergent Eritrea: Independence Along the Red Sea is the first in the series to focus on the Horn of Africa, a region of significant geopolitical importance. This course provides students first hand exposure to Eritrea, one of Africa's newest nations, during its critical phase of postwar reconstruction and modernization. Our exploration of the geographic features, ecology and natural resources of Eritrea will elucidate the environmental challenges facing the inhabitants of this sub-Saharan region. Students will have the opportunity to meet with individuals from many sectors of this society, including artisans, teachers, Eritrean students, government officials, freedom fighters, priests, members of the women's federation, and business owners.

SW 284
HUMAN ECOLOGY
HUMAN ECOLOGY

SW 285
GHOST OF PRECALCULUS
The purpose of this course is to continue to develop the student's logical, pattern recognition, organizational, and algebraic skills. The goals are to prepare the student to deal with the increasing mathematical nature of life's problems and to prepare the student for a possible future calculus courses. The course will rely heavily on the interactive approach. Examples will be studied to introduce theory and applications. Discussion and questions will be encouraged. Homework will be recommended and discussed, and the student will do problems in class.

SW 286
SEXUAL HEALTH
We will study the male/female anatomy and physiology, and its dysfunction like impotency and infertility. We will discuss how these dysfunctions affect normal sexual function, how sexually transmitted diseases are identified and avoided. Emphasis will be on healthy and safe sexual physiological function. We will explore sexual development throughout the life cycle from adolescence, middle age to maturity and how these biological changes impact our sexual health. The learning experience will include lectures, discussions, and expert speakers from the field. Pre-’99 Competencies: PW-4, PW-5, PW-2. BA’99 Competencies: S-2-A, S-2-C, S-1-A. Faculty: Phyllis M. Wallace

SW 287
ROCKET TO THE STARS 2000: SPACE FLIGHT IN FILM SOCIETY
This course explores the impact of space flight in the 20th century. We have witnessed development of space flight, and have extended our reach beyond the surface of our planet. Outer space has provided a host of new discoveries that have revolutionized our understanding of ourselves, the universe, and our significance within it. It has also created serious social, economic, and political repercussions for our society. Culturally, Space has also been a kind of blank screen upon which we project our aspirations, our fears, and our speculations. We will examine how popular film has also fashioned our hopes, our fears, and reflected our thoughts about space flight. BA’99 Competencies: A-1-I, S-1-E, S-3-A. Pre-’99 Competencies: AL-L, PW-B, PW-J. Faculty: Harvey Nystrom

SW 288
DESIGNER LIVING: RELATING WORK AND LIVING TO HEALTH
Creating a balanced lifestyle is coming to be seen as the core of preventive medicine and holistic approaches to health. In this course, students will create a self-care program comprising diaphragmatic breathing, the relaxation response, pacing, exercise, and a balanced diet. In class, focus will be placed on such issues as reappraising our concept of work and leisure, the impact of belief-systems on human biology, and the influence of our concept of time and of light on the human body.

SW 289
BIOPSYCHOLOGY
Since antiquity, mental illness has been attributed to everything from imbalances among 4 bodily "humors" to demonic possession to faulty parenting. Today, scientists embrace the ancient Greco-Roman theory of chemical imbalance to explain major mental illnesses, but are concerned with balance among brain chemicals called neurotransmitters rather than bodily humors. Students will be introduced to normal brain anatomy, physiology, and biochemistry and to technologies that have elucidated brain structure and function. Focusing on our evolving understanding of the human brain and mind, we will explore the relative roles of biological predisposition and environment in schizophrenia, affective disorders, anxiety disorders, and dementias, and examine the roles of both psychotherapies and drug therapies as treatment modalities in these diseases of the brain. This course will offer a service learning option which requires permission of the instructor prior to registration for that competence. This option involves working with residents of Trilogy, a not-for-profit community mental health agency in Rogers Park. Trilogy helps individuals with psychiatric disabilities live independently. Students will join residents in recreational activities and possibly work as tutors. Pre-1999 Competencies: PW-4, PW-B, PW-E (HC-R with permission of instructor). BA-1999 Competencies:  S-2-A, S-3-A, S-3-B (H-2-H with permission of instructor). Faculty: Toby Glicken

SW 290
CONCEPTS IN MATHEMATICS
This course will focus on interpreting numerical data and problem-solving using basic mathematical tools. Selected topics from branches of mathematics will be reviewed, including: probability, statistics, charts, graphs, linear equations, and solving word problems through basic algebra. Methods will include lectures, hands-on applications, small group problem-solving, quizzes, and research. Pre-1999 Competencies: PW-1,
SW 291
FOSSILS AND THE HISTORY OF LIFE
The study of fossils, the remains and traces of past living things, is essential for understanding and reconstructing the history of life on earth. Fossils provide us with critical information regarding the character and age of the most significant biological events in earth's history, including: the earliest forms of life; the pivotal development of multicelled plants and animals; the rise, success, and demise of the dinosaurs; the adaptive diversification of mammals; and the origins of Homo sapiens. In this course, we will examine how fossils and scientific reasoning are used to learn about the history of life. We will also explore the profound impact the discovery and recognition of fossils has had on religious and philosophical systems over the last several years. Through discussion, readings, lectures, labs, and original inquiry, students will be introduced to fossils and their critical role in deciphering the history of life. Subjects covered will include: fossil preservation; the stratigraphic and chronologic importance of fossils; the ecologic and paleogeographic importance of fossils; plant, invertebrate, and vertebrate fossils; dinosaurs; mass extinctions; and the evolution-creation controversy. Particular emphasis will be placed on relating ancient biodiversity patterns to current biodiversity concerns. Competences: S1B, S2A, S2C, S4.

SW 292
EXPLORING EARTH'S PHYSICAL FEATURES
From majestic mountains and volcanoes, to expansive oceans and scenic plateaus and canyons, the landforms of Earth are diverse and awe-inspiring. In this course, you will explore the character, distribution and evolution of landforms as they reflect millions of years of complex change involving both the Earth's surface and internal processes. Upon completion of this course you will have an essential understanding of earth's landforms, their geologic history and the physical and chemical processes that sculpt them. You will be able to explain connections between earth's physical features, natural resource distribution, and the quality of human life. Principal topics covered will include: plate tectonics, earthquakes, erosion and weathering, sedimentation, rock types, mountains, volcanoes, plateaus, coasts, the plains, deserts, glaciation, and the economics of earth's physical features. Particular emphasis will be placed on understanding the evolution of earth's geologic features using specific landform examples from North America and elsewhere. Competences: S1B, S2A, S2C, S4. Faculty: Staff

SW 293
AGING REASON
Reasoning, like human life, comes in layers that need to be unravelled if we are to make sense of it. As Bernard Shaw put it, "Reason makes a good servant but a bad master". That may come as a surprising thought to those of us brought up to think that everything desirable and true is scientific and science is based on reason. This course will examine the maturing of the reasoning processes employed in science, the mechanisms or methodologies used to validate data, namely the development of scientific reasoning in the Western hemisphere from naive realism through logical positivism to Popperian falsification. This will help us to clarify the status of the data that we use or write about. It will also examine the maturing of the biological processes of the human being, the mechanisms of aging, including modern research experience demonstrating the way in which underlying assumptions can influence both reasoning about and experience of biological aging processes. Class presentation and discussion backed up by library-based reading. In class, we will focus on the key concepts of paradigms in science and religion, in youth and aging and the way in which basic assumptions influence perception, behavior, and experience.

SW 294
GLOBAL ENVIRONMENTAL CHANGE
Many ongoing changes in the natural environment are so extensive in scale that scientists consider them a threat to sustaining a reasonable quality of life for humans worldwide. Examples of issues of particular and urgent concern are: the rapid changes in the chemistry of the atmosphere that can alter the earth's prevailing climate patterns; the amount of pollutants in the oceans that can breach essential parts of the food chain; the consumption or contamination of natural resources, such as minerals for industrial use, petroleum, groundwater, and agriculturally important soils and; the spatial reduction of terrestrial biomes with corresponding extinctions of organisms. In this course, we will review and analyze the recent earth science research on these and other global change issues in order to assess their relative importance for the human community. We will also examine and evaluate how human activities can have direct and causal relationships to specific adverse global environmental changes. Additional topics that will be addressed include emerging theories of sustainable development, ecological ("Green") economics, and environmental laws. Through readings, discussions, lectures, and original inquiry, students will be introduced to the principal global environmental change issues. Students will select one issue for more detailed analysis and utilize the course learning experience to formulate a plan for personal, governmental, and/or global action to address an
SW 295
INTERVIEWING PRINCIPLES AND TECHNIQUES
Interviewing "the process of asking and answering questions" is a part of everyday experience. This course introduces and explores the fundamental principles, theories and techniques of interviewing including the interpersonal communication process, common types of interviews, interview structure, questions and responses. Through collaborative and experiential learning activities, students will prepare for and participate in all aspects of the interview process as the interviewer and interviewee. Competences: L-7, FX, H-3-X, S-3-F

SW 296
A BIOLOGICAL APPROACH TO VIOLENCE
There is a significant difference of opinion concerning aggressive or violent human behavior. Is it a social response to an environment of poverty and other psychological phenomena? Or can it be explained in terms of a biochemical syndrome consistent with scientific data and therefore remediable with psychoactive drugs? In this course, students will be introduced to normal brain anatomy and biochemistry and the technologies that have helped us understand cerebral function. We will examine literature in the biological, medical, and psychological sciences in an effort to develop and demonstrate critical reading and analytic skills of both scientific and pseudoscientific material. We will explore the relative contributions of environment and biology to understanding aggressive and violent behavior as well as potential modifiers of the same. Pre-'99 Competencies: PW-4, PW-E, HC-4. BA'99 Competencies: H-3-A, S-2-A, S-3-B. Faculty: Gary Kohn

SW 297
WRITING THE EARTH
In this course, students will learn creative writing while exploring geologic history. Geology is the window into history of the earth and all the organisms that have lived and died here. Every work in quarries, road cuts, or pebbles on a beach carries part of the earth's story. Students will learn to read rocks and open the book of the earth history. There, one can find the drama of evolution and mass extinction, the violent uplift of mountains and their slow erosion into plains, the crashing of seas flooding the continents and the drying of sediments abandoned as the seas recede, the first steps of an ape that would be human and the changes that made all of us from that beginning. Earth history is filled with drama, with actual adventure, and light romance, and grim catastrophe. Factual writing alone cannot communicate the emotions we feel as we experience earth's own poetry. For that, we need the depth and energy of creative expression. In this course, students will learn the basics of reading rocks and explore earth history for themselves. They will also learn to communicate their experience to others through creative writing in fiction, essays, or poetry. Regular class meetings will be held with full day field trips. Class time will be divided between the explorations of geologic concepts and creative writing. Geologic concepts will be introduced through readings, discussion, and hands-on experience with real rocks. Creative writing will be introduced through readings, discussions, and writing exercises. Most of the writing exercises for each class will be based on student's hands-on experience in that class.

SW 298
EXPLORING THE INTERNET
In this introductory-level course, you will develop a broad knowledge of the Internet technology and understand how it can be useful to personal and work life. The class will be "hands on" and you will learn how to access Internet applications and use them. We will discuss the history of the Internet, getting connected to the Internet, and the various functions used on the Internet - including email, Web Browsers, emerging technologies, and search engines. We will also create websites, focusing on their design, rather than the HTML coding. Competencies: F-X, S-1-D, S-5, S-1-X. Faculty: Doug Murphy

SW 299
MATTERS OF SCIENCE
One set of laws describes all motion. All matter is made of atoms (actually quarks and leptons!). Stars live and die like everything else. All life is based on the same genetic code. These basic ideas of science and their application to technology are the focus of this course and they offer you what will probably be a new way of thinking about science. If you can get excited about recognizing and discovering what lies behind many everyday encounters with the world around you -- and some not so everyday as well -- just for the enjoyment of learning about them and how they work, this course may be the way to put capstones on your Physical World competencies. This will be a course unlike any other you have experienced -- you will be learning on an independent study basis but also interacting and exchanging ideas with others in a virtual classroom located on the Internet. Through your research in response to questions and pursuit of independent projects, guidance by a primary text, other readings and the instructor, the fruits of your classmates' efforts, and the unexpected that can come from (written) conversation, this course will touch on the roots of most scientific
disciplines (eg. physics, chemistry, astronomy, biology, ecology). It will do so in ways that should help you to see their connections to each other and to various technologies. You will also examine your own problem-solving strategies and various aspects of scientific inquiry. An overall outcome of achieving the competencies of this course will be the development of a scientific literacy to build on in the future. You are invited to visit the course home page: www.depaul.edu/~mfiddler/ms/home.html * Prerequisites: 1. Willingness to participate in an experimental learning activity. 2. Major Seminar / Research Seminar or high level of comfort with library research. 3. Experience with Windows' and use of electronic mail. 4. Access to the Internet. This class meets twice as a group; the first night and sixth week of the quarter. Pre-1999 Competencies: PW-9, PW-10. BA-1999 Competencies: E-1, E-2. Faculty: Morris Fiddler

SW 300
USING THE INTERNET TO PARTICIPATE IN THE INTERNATIONAL COMMUNITY
This course provides an overview of the structure and work of the international community that revolves around the United Nations and the growing role of citizen advocacy (nonprofit) organizations in Chicago and around the world. Chicago hosts the second largest number of non-profit organizations in the country. Students use the course web page to develop Internet research and email skills while focusing on international issues. Homework is posted on the web page, assignments are sent and received via email, and Internet search skills are developed through the course term paper. *Students must have access to the Internet through any personal account or use the university computer labs. Pre-'99 Competencies: HC-2, HC-D, HC-X. BA'99 Competencies: H-1-F, H-2-G, H-5. Faculty: Patricia Szczerba.

SW 311
PW9/INDEPENDENT STUDY: PHYSICAL WORLD
Pw9/Independent Study: Physical World

SW 312
PW0/INDEPENDENT STUDY: PHYSICAL WORLD
Pw0/Independent Study: Physical World

SW 315
ETHICAL AND SOCIAL ISSUES IN COMPUTING
The increased use of computers for work, education, and leisure in our society brings with it a wide range of complex ethical and social questions. How public should our online information be? How should our copyright laws apply to computer programs and software? Should we treat the unauthorized access to a computer as an innocent prank, even a warning to increase security or as a form of criminal trespassing? To what extent should our freedoms apply to electronic media? We will address these questions through readings and case studies that will be discussed and transferred via the Internet. This on-line course is open to all students at all campuses, as there are no required course meetings. You will be asked to take a stand and present an argument for your position. Pre-'99 Competencies: AL-G; AL-P, HC-D, PW-B, PW-Q. BA'99 Competencies: A-4, A-3-C, H-2-G, S-3-A, S-3-F. Faculty: David Levin

SW 316
RISE OF THE MAMMALS
The modern world is dominated by mammals. Mammals have evolved, adapted and currently thrive in tremendously diverse habitats, including 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? Where and when did modern mammal groups originate? What does the fossil record indicate about the character and timing of human physical and behavioral evolution? 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. Topics will include: fossil preservation; determining the age of fossil mammals; the transition from reptiles to mammals; Mesozoic mammals; the rise of mammals and extinction of large dinosaurs; evaluating the ecology of ancient mammals; and, the origins and diversification of modern mammal groups. Particular emphasis will be placed on examining the fossil record of primates leading to Homo sapiens and relating ancient mammal biodiversity patterns to current mammal extinction concerns. Pre-‘99 Competencies: PW-2, PW-A, PW-F. Faculty: Kevin Downing

SW 317
BODY SCAN: PRACTICAL ANATOMY AND YOUR 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 (ie., 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. Pre-1999 Competencies: PW-4, PW-5, PW-E. BA-1999 Competencies: S-2-A, S-2-C, S-2-D. Faculty: Maureen Kreuser

SW 318
THE UNIVERSE, SCIENCE, 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. Pre-1999 Competencies: PW-2, PW-F, AL-5. BA-1999 Competencies: S-1-A, S-3-X, A-3-E. Faculty: Harvey Nystrom

SW 319
ENCOUNTERING UNCERTAINTY AND CHANGE
Ambiguity, confusion, doubt -- these seem to be synonyms for uncertainty. But the word has had a special meaning since quantum physicist Werner Heisenberg articulated the Uncertainty Principle more than 50 years ago. What effect does an observer have on an event? Can we accurately judge two things at once? How does the decision what to analyze effect the outcome of the analysis? These are some of the questions which the Uncertainty Principle poses. This class explores the revolutionary change from mechanistic science to relativity and quantum theory. The challenge of Uncertainty in the arts and social sciences will also be considered. Finally, the role which Uncertainty plays in our lives will be explored. This course will involve selected readings, including nonmathematical explanations of Heisenberg's work as well as application of his theory to other disciplines. Videos and films will provide other texts for examination. Classroom work will include thought experiments, small-group interaction, and nongraded writing; tour of Fermilab particle accelerator will be required. Pre-'99 Competencies: PW-2, PW-B, AL-3, WW. Faculty: Patricia Monaghan

SW 320
CHAOS AND COMPLEXITY
Chaos: the word is often used to indicate a state of utter disorder. Yet dynamical systems theory -- the science of chaos -- suggests that the connection between chaos and order is not a simple opposition. Chaos may, in fact, be the seed-bed for emergent order. This course examines theories of chaos and the connected theories of complexity, both in terms of scientific applications and as metaphors for the creative process. Students will develop a solid grounding in the development and current state of chaos/complexity theory. Several media, together with simple experimentation, will be used to study fractal geometry, entropy and negentropy, and thermodynamics. After this grounding, students will have the opportunity to analyze their own creative process in terms of the principles of chaos and complexity. Pre-'99 Competencies: PW-2, PW-F, AL-2. Faculty: Pat Monaghan.

SW 321
BIOLOGY AS DESTINY: GENETICS AND THE RE-MAKING OF HUMANKIND
From scholarly conferences which debate the site of the "gene for criminality" to mass-appeal treatises on IQ such as The Bell Curve, contemporary biological research is "turning up the heat" on the long-simmering "nature vs. nurture" controversy. The question of whether we are determined by our biology or are products of our culture is once again on the center stage of public concern. Moreover, it seems the very definition of ourselves as unique organisms is under assault. From transplanting the organs of other species into humans, test-tube babies, ans surrogate mothers - to genetic testing, DNA fingerprinting, and sex selecting - from cloning to engineering super-humans: these are but a small sample of the disturbing potential suggested by biology's current "tinkering with life." This course explores the intermingling of biological theories and methods, political ideologies, and social dynamics found in research such as the project to map the human genome. Primarily through lecture, we will first establish a basic knowledge of current genetics. On that basis, through discussion and class exercises, we will explore the history and present status of the shifting definition of "human nature" We will be interested particularly in how the scientific and social processes involved are influenced by class, race, culture, and gender considerations.

SW 322
EVOLUTION: A HISTORY OF CONTROVERSY
The biological universe is wondrously complex and diverse. Evolutionary biologists study the processes that brought about that diversity and complexity. Evolutionary theory attempts to answer many questions. What are the different kinds of organisms? Why are there these kinds of organisms and not others? By what mechanisms do new kinds appear or old kinds change? What is a biologic species? Why do some organisms have sex while others do not? The history of evolutionary thought is a history of controversies in evolutionary thought. We will examine the evidence and arguments on all sides of a question and we will discover how that evidence and those arguments changed through time. Through lecture, readings, and hands-on activities, students will be introduced to form and content of major evolutionary debates. Through class discussion and short position papers, students will argue their opinions on these debates from the point of view of their selected competencies. Students will be expected to complete an exploratory visit to the Field Museum as a homework assignment. The Internet is a lively resource for any course on evolution. In this class, students will gain some Internet literacy as they search for sources and view newsgroup debates. They may even correspond with some of today’s evolutionary thinkers. We will also have a pass-word-protected newsgroup for private class discussion.

SW 323
EARTH SCIENCE AND THE HUMAN FUTURE
This course is rooted in the scientific investigation of the earth, its elements and history, with an eye toward patterns leading to probable future changes. The learning experience includes current literature in relevant disciplines, journal writing and an outdoor lab component. Pre-1999 Competencies: PW2, PW5, ALF. BA-1999 Competencies: S1A, A1E, S2C, S4.

SW 324
THE BUSINESS OF ENERGY
In this class we will be discussing some of the history of electrical power generation and regulations that formed the way the business developed in the United States. We will review environmental regulations and their effect on the electrical power generation business today. We will evaluate the deregulation of the electrical generation business and discuss the facts, the pro and cons and current events occurring throughout the United States. Finally, the students will be challenged to propose solutions to avoid energy shortages in the future. Pre-1999 Competencies: PW-5, PW-G, PW-J, PW-K, PW-M. BA-1999 Competencies: S1E, S2B, S2C, S3C, S4.

SW 325
THROUGH THE EYES OF THE SCIENTISTS: THE EVOLVING UNIVERSE
Science appears daunting, but few subjects are as exciting and dramatic as the ageless story of the human mind challenging itself to figure out something altogether new about our evolving universe. Through rich and varied original writings of the greatest scientific thinkers, we will explore some of the most remarkable milestones and breakthroughs in scientific thought from physics to paleontology. Famous scientific personalities will come to life in their vivid explanations of astonishing insights and experiences of discovery in their memoirs and biographies. We will glean understanding into the adventure of the creative process by looking through the eyes of the scientist and ponder the paradoxes, mystery and beauty of human life and what it means to be human. We will emphasize both the contrasts and continuity of scientific thought between the ancient and modern eras, and proceed from the premise that science is inspired by simple wonder and curiosity about the universe of life. By asking "why?", we will live science in its purest form, for each answer only sparks new questions and allows us to take the words of Einstein to heart: "The important thing is not to stop questioning. Curiosity has its own reason for existing. Never lose a holy curiosity." Competences: S4, S3E, A3G, A3X.

SW 326
ENERGY: WHAT IT IS AND HOW WE USE IT EVERY DAY
Energy: what is it? Many of us take it for granted without understanding it. We typically use up to three different forms of energy dozens of times a day. Where does it come from? How do we use it? Because it is so interwoven into our daily lives, we need to be aware of how we use energy and the consequences. This course will explore these ideas while laying the foundation for basic understanding of energy in our daily lives. Topics covered will include what energy is, the different ways we consume it, the technologies behind the different ways we use energy, including different fuels, energy conversion, electricity, nuclear power, energy from water, wind power, and solar energy. Finally, we'll take a look to the future and discuss resources, costs and prices, and alternatives. Demonstrations and mini lab sessions will be included to offer students direct experience with forms of energy. Pre-1999 Competencies: PWG, PW2, PWM. BA-1999 Competencies: S4, S1A, S3C.

SW 327
WEB SITE DESIGN FOR ELEMENTARY SCHOOLS
In this web page design course, students will design a web site for a Catholic elementary school as a service learning project in a collaboration between SNL and the Office of Catholic Education, Chicago. Depending on the size of the school, two students may volunteer to collaborate on one school or work alone. Students will meet for seven to eight classes and allocate time to meet with their school representative the other two to three classes. These meetings do not have to be traditional class time but can be scheduled at the convenience of the student and school representative. Students will receive material from their school representative that includes text and images and will collaborate with the school representative in designing the web site. Class time will include editing images, scanning, inserting sound clips and evaluating school web pages. Students must know inserting formatted text, links, tables and targets. Because of the skill level required for this project, students must apply for and be approved by the instructor before course registration. Applicants must have successfully passed the Internet Technology and Its Applications course or have significant experience in fundamentals of web page design with Netscape Composer. To apply for this course, contact Pat Szczesna at pszczesna@condor.depaul.edu as early as possible. Include the link to your current web site home page. Students will be admitted to this course who demonstrate web page design skills required to produce a quality web site for an elementary school. Pre-requisites: approval by instructor. Class is limited to 15 students. Competencies: BA-1999 H2H, S3X, A2D. Pre-1999: HCR, PWF, ALM. Course web site: www.depaul.edu/~pszczesna/sch.html

SW 328
INFECTIOUS DISEASE: A GLOBAL CHALLENGE
In 1967 the United States Surgeon General announced that it was "time to close the book on infectious disease". Antibiotics had been introduced in the 1940's, there was an ever-lengthening list of diseases for which immunization was available, and many world health officials imagined a future free of infectious diseases. Yet, as we begin the twenty-first century, infectious diseases are still the leading cause of death in the world. Why? How do we begin to understand the emergence of AIDS, Ebola virus, Lyme disease or Hantavirus? How can we explain the worldwide reemergence of tuberculosis, a disease that had come close to being relegated to history books? In this online course we will seek answers as we study the nature of microbes and the complex, often interrelated factors that contribute to their ability to challenge us even as we pit our science and technologies against them. We will examine such factors as population growth, urbanization, ecological disruption, human migration and antibiotic misuse. In 1996 the Director-General of the World Health Organization announced, "We stand on the brink of a global crisis in infectious diseases." Clearly the book on infectious disease is still wide open, and we will read some of its pages. Competencies: H5, S2D, S3B. Faculty: Siobhán Ni Bhuchalla

SW 329
ADVANCED VISUAL AND ENVIRONMENTAL STUDIES
Designed to further the student's understanding of the process and meaning produced when recording and presenting visual imagery, this photography course will examine differing approaches to context, format, and presentation by way of assigned projects. Advanced photography students will refine their pictorial/cognitive statement and technical skills. To these ends, the course will engage the student in the assessment of contact sheets, and necessary editing and sequencing of pictures for presentation. Advanced students will also engage in the curating of the Naperville Photographic Gallery, where they will hang and host photographic exhibitions. Advanced students will also engage in assisting the instructor in the teaching of photography to beginning students. Space is very limited and permission from the instructor is required (630/848-0482). BA-1999 Competencies: A2B, S1E, E1, E2, FX. Pre-1999 Competencies: ALF, AL9,10, HCF, HC9,10, PWF, PW9,10, Faculty: Keith Armstrong

SW 330
THE LIVING BIOSPHERE: A NEW VIEW OF LIFE ON EARTH
This course will expose students to nature's dynamic synergy through a variety of integrative learning techniques using modern technology, videos, group projects and provocative readings. Students will develop a strong understanding of Gaia theory and its place in contemporary natural science. This theory, proposed by the English chemist, James E. Lovelock, conceptualizes the earth as a large nesting, interactive system of life, soil, atmosphere and ocean. Earth is assumed to be a breathing biosphere; a symbiotic world. This course presents radical and cutting-edge views of life on earth for learners' discussion, reflection and critique. Competencies: S4, S2D, S3C, H1X. Faculty: Donna Jones-Ilsley.

SW 331
BIRDS IN THE ENVIRONMENT:ORNITHOLOGY
Does habitat and biodiversity loss pertain to cities like Chicago? Could species and habitats still exist in urban areas, which are so different from jungle and ocean? The answer to both questions is yes when we look at seasonal bird migration. Birds have migrated to and from nesting and breeding sites for thousands of years. They can travel from pole to pole, not only passing through our backyards, but even staying and
The exploration and measurement of the amount of genetic, species, and ecological variation on earth is emerging as one of science's and society's most important and urgent endeavors. Scientific efforts to study earth's biodiversity have intensified because of our growing appreciation of the role human population growth and urbanization play in accelerating the extinction of plant and animal species through the destruction of critical habitats. Since life on earth has been diversifying for at least 3.8 billion years, but most of the biodiversity that once existed (as much as 99%) has been lost to extinction processes, we will focus on exploring what are "normal" levels of extinction on earth. Central questions addressed in this course are: How is the security of humanity dependent on biological diversity? Is a mass extinction event currently in progress on earth? Do we have an obligation to future generations to keep life on the planet as diverse as possible? Students will be introduced to major biodiversity issues through discussions, readings, lectures, labs, and original inquiry. Students are required to participate in a self-directed fieldtrip to a biological reserve and to develop a detailed research paper on a biodiversity issue of their choice structured in a scientific format. This course will employ a great variety of online biodiversity resources available at institutional websites. Subjects of the course will include: different views the biosphere; biodiversity trends in earth's fossil record; the value of and human dependence on biodiversity; biodiversity at risk; policies, economics, and technology to protect biodiversity. Competencies: S4, S2C, S3D, S2A. Faculty: Staff.

SW 334
EVERYDAY CHEMISTRY
Each day we are immersed in chemicals and are participants in and observers of many chemical reactions. This course is designed to teach chemistry and physical science through the observation and explanation of many events we observe in daily life. It has been specially planned for students who have little or no background in science. We will examine the chemistry of substances from table salt and food additives, to fuels for our cars and homes, to semiconductors, new plastics, and revolutionary materials that will improve our lives in the 21st century. This class will emphasize the interconnections in our world through science. We will address safety and the "positive" and "negative" impact of chemicals on our world. There is a chemistry kit required for this course, so that you can perform the experiments safely at home. It is available directly from http://www.AtHomeScience.com and is listed as ChemKit-334 Only for DePaul Univ. SW-334: Everyday Chemistry. Please order the kit as soon as you register for the course. Competencies: S4, S1A, S1E, S3A. Faculty: Kurt Leslie

SW 335
USING THE INTERNET TO ENHANCE YOUR CAREER
The Internet has radically expanded the options available to people looking for employment and the alternatives available to employers looking for people. These new options are available for the most part only to people who know how to use the PC, who understand the internet, and who can capitalize on the
bewildering array of resources in this new medium. This course will focus on how to make effective use of
electronic media to manage and enhance your career. Students will participate in both individual and group
exercises designed to sharpen their web-based research, networking, personal marketing, and communication
skills. BA-1999 Competencies: S3F, FX. Pre-1999 Competencies: PW3, WW.

SW 336
CONTEMPORARY COMPUTING
The twentieth century not only brought us the dawn of the Information Age, but continued to bring us rapid
changes in information technology. As we begin the 21st century, computer literacy will undoubtedly become
prerequisite in whatever career a student chooses. In this course, we will be introduced to common computer
applications such as word processing, spreadsheet, database management, and presentation software as well
as e-mail and web browsers. The class consists of lectures and computer lab activities. We will develop basic
knowledge and skills required for communicating and moving information electronically. We will also gain an
appreciation for the effect of information technology on people and a basis for building the necessary skill set
to succeed in the 21st century. Competencies: S1D, S3X, S5, FX. Faculty: Staff

SW 337
THE HUMAN GENOME AND ITS IMPACT
This course will address the principles of genetics with an emphasis on the genetic code of the human
genome. In this course we will examine: how the genetic code is stored, how it is used, how it is evolving,
how it is passed from one generation to the next, the consequences of genetic code errors, the medical,
technological, legal and ethical issues associated with the human genome. We will discuss how we can, and
how we should, use the information on the human genome. Competencies: S1E, S2A, S2D, S3B, S3D. Faculty:
Yoav Ben-Yoseph

SW 338
ANCIENT WISDOM VERSUS MODERN SCIENCE
In ancient times, science and philosophy were one and the same. Our contemporary views of nature and the
scientific method are relatively late additions to the world's bank of knowledge. In this class, students will
explore how thinkers in older societies make sense of nature. Systems to be examined include mythological
approaches to explaining the natural world, and ancient laws derived from Anthropology, Archeology,
Astronomy and the theories of Quantum Physics. Students may take this course for only one competence.
Competencies: S3A, S3E, H2X, A3G. Faculty: Elvrid Lawrence

SW 339
USING TECHNOLOGY AT THE WORKPLACE
This course concerns the effective use of microcomputer technology for working professionals, business
analysts, project administrators, and support specialists. The course utilizes a project-oriented approach to
achieving computer software proficiency in a PC environment, using word processing, spreadsheets,
databases, e-mail, and Internet applications. Students will analyze real-world situations, identify underlying
issues and possible solutions, and apply best use of technology and available resources to accomplish tasks
and goals. Students should have a basic familiarity with the use of microcomputers in a Windows
environment. Competencies: S-1-D, S-5, F-X. Instructor: Staff

SW 341
ECOLOGY OF PERSONAL LIFE
Today, global climate change is threatening human society. Sometimes incorrectly called "global warming,"
these shifts in the earth's weather systems have been tied to the burning of fossil fuels in industrialized
countries like the United States. But we have to drive to work, don't we? We need to heat our homes, don't
we? Besides, what difference does one person make? This course considers the way that human life is
connected to the world around us. It also provides an opportunity to see how you might make changes in
response to growing concern over global climate change. The course does not propound one solution over
another. Rather, it encourages you to become aware of ecological issues and to determine your own answers
to the questions they raise. In this class, you will learn to assess the effect of personal choices on the earth
and be introduced to other possible choices. Competences: S1C, S3C, S4, FX. Faculty: Staff

SW 342
INTERNET SECURITY AT HOME AND AT WORK
The objective of this course is to provide a basic understanding of Information Technology security. It will
address technology in detail approach for both home and work protection. This course will provide an
overview of the objectives of security and a framework for understanding fundamentals which should be in
place for an Information Technology setting to achieve an adequate security level. Competences: H-2-C, S-3-
A, S-3-X, F-X. Faculty: LeRoy Foster.
SW 343
SYSTEMS IN BIOLOGY
What is human biology? What are cellular functions? Homeostasis? How, precisely, does the human being work? In this course, students will examine how biological systems work together to create a functional human. Each week, students look at a different human biological system, will examine the basic cellular makeup/anatomy of that system as well as the general functioning of that system, and then will apply that information to overall health issues. BA-1999 Competencies: S4, S1A, S2A, S2C, S2D, S3B Pre-1999 Competencies: PW2, PW4, PWG, PWH, PWK. Faculty: Patricia Stifter.

SW 344
THE INTERNET
In this course, students will be introduced to the world of the Internet. Students will develop some knowledge of internet technology and how it can be useful in personal and work life. Items to be discussed include Internet history, getting connected, and such functions as email, browsing and search engines. You may register for only one competence. BA-1999 Competencies: S3X, FX. Pre-1999 Competencies: PWF, WW.

SW 345
CREATING PRESENTATIONS IN POWERPOINT, WORD, AND PUBLISHER
As the workplace becomes increasingly sophisticated, more and more companies expect employees to create attractive PowerPoint presentations, use Publisher to create flyers, brochures and newsletters, and create attractive Word documents. In this course, students will learn design skills in creating work and classroom presentations using PowerPoint, Word and Publisher. Students are encouraged to use course materials from other classes and/or from the workplace and format these materials in PowerPoint, Word and Publisher. Students can then present these projects in other classes and at the workplace but are not required to do so. This course utilizes a project-oriented approach to achieving skills in presentation software. Students will analyze real-world situations, identify appropriate software solutions and apply the best software to accomplish tasks and goals. This course will also include basic Internet and Excel functions. Students should have a basic familiarity with the use of computers in a Windows environment. Course website: condor.depaul.edu/~pszczerb/pwp.html. Thursdays, Loop Campus. Competences: S5, A2X, FX. Faculty: Patricia A. Szczerba

SW 346
WHAT IS SCIENCE?
What comes to mind when you think about science and technology? Do they seem mysterious, incomprehensible and yet powerful? Could science and the machines it creates both benefit some and harm others? In the best sense, science is about asking questions and continually questioning itself. It is considered a systematic, precise, objective way to study the natural world. Yet if science attempts to be neutral and unbiased in its approach, its results historically leave us with a bitter irony. One example is nuclear energy, it gives us terrible power to destroy and creates extremely harmful radioactive waste yet thru modern medicine using nuclear equipment, also has saved many lives and eliminated suffering. Our daily lives are governed by scientific and technological systems run by experts. Foresters know how to plant trees, but not how to establish conditions under which villagers in developing countries can manage natural forests for themselves. Engineers know how to develop technologies that benefit industries, but not how to persuade factories from polluting. How much do we really know about the definition of science and its influence on our culture? Did pre-farming cultures use science as a way of understanding their role in the world or is science a phenomenon of modern cultures? In this course, students will examine through critical thinking the nature and history of science and its effects on the future. Students will also address issues in conflicting global views of the use and abuse of technology and developing methods of sharing, controlling, and monitoring our scientific output. BA-1999 Competencies: H5, S2X, S4 Pre-1999 Competencies: HCX, PW2, PWF, PWP. Faculty: Kurt Leslie

SW 347
ENVIRONMENTAL ETHICS: HUMAN VALUES, CULTURE AND THE ENVIRONMENT
For thousands of years humans, from the time they were able to make the first tools to the production of nuclear technologies, have changed and in many cases radically altered their environment. Their perceptions (values and culture) with respect to the human relationship (and or responsibility) to the environmental spaces in which they lived and or the global commons (like space and the oceans) for the benefit of their current or future society has been critical in influencing the way in which the integrity of the environment and global commons has been impacted. This course will provide a survey of various environmental ethics that have emerged during human history among Western and non-Western cultures; and how these divergent environmental ethics have shaped and influenced not only planetary but space ecosystems. This course will also examine the consequences of environmental ethics on past current and future human societies from
also examine the consequences of environmental ethics on past, current, and future human societies from economic, political, social, and environmental health perspectives. This course is an excellent elective for business, education, religion, sociology/anthropology, and science/engineering focus areas who seek to understand the foundations and ramifications of human ethics, values, and culture on decisions and policies which impact the global environment (or ecosystems). Competencies: A3C, A4, S3C, S4, FX. Faculty: Sylvia Hood Washington, MSE, Ph.D., ND

SW 348
NATURE WRITING
Observation is the beginning of science. It is also the beginning of the process of writing. This class is designed to encourage you to observe the natural world and to write clearly about it. Thus you will be simultaneously strengthening your observational skills and your expressive skills. You will observe a single natural setting over the course of a quarter, writing short prose pieces that follow specific guidelines. Some of these pieces will be posted on the class website for those outside the class to read, thus providing you with an experience of online publication. Basic skills in grammar and punctuation are assumed; although it is not a prerequisite, you will find it helpful to have completed College Writing before you start this class. Competencies: A2A, A2X, S1A, S1X, S4. Faculty: Patricia Monaghan.

SW 349
RELATIONSHIPS BETWEEN PLANT AND HUMAN LIFE
The purpose of this course is to increase student's awareness and understanding of plant structure, function and diversity, and to help students discover past, current, and potential future uses of plants. This course uses Ethnobotany to help students understand how the scientific process leads to new understandings about how our world works and how it can aid us in understanding ways we use science in our lives. Specific learning objectives of the course are to understand and appreciate: (1) plant structure and function and the relationship between the two, (2) plant adaptations and how these adaptations affect the distribution and abundance of plants in nature, (3) the diversity of plants and the ways in which botanists group plants, (4) the way that science contributes to our understandings of how the world works and informs our decisions of how we want our society to be. Note: This course is also being offered to traditional-age Barat students. Dr. Berchiolli is an experienced SNL instructor who uses methods of instruction most conducive to adult students. SNL students will attend the first five weeks only. Competencies: S1A, S2C, S3C. Faculty: Barbara Berchiolli

SW 350
P90/CAPSTONE SEMINAR: PHYSICAL WORLD
Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Pre-99 students will address one set of capstone competencies of their choice (HC-9, HC-10; PW-9, PW-10; or AL-9, AL-10). BA-99 students may address the Advanced Electives (E-1, E-2). Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. * Successful completion of Major Seminar or Research Seminar is required to register.

SW 352
TECHNOLOGY, TRAINING, AND HUMAN PERFORMANCE
What Robinson & Robinson describe as "the shift from providing training to improving performance" has been cited as a top priority in our fast-paced, global economy. This course covers the principles of training and human performance through an analysis of real case studies in a number of work environments. The course will also present the necessary technology and instructional design tools so that students can design their own training program and develop a basic training and performance plan that reflects their own work environments. I will presume that students enrolling in the course have basic computer skills, including the ability to use and save work with Microsoft Word. Competencies: H-2-X, S-1-D, S-3-X, F-X. Faculty: Ruth Gannon Cook

SW 353
THE CREATIVE BRAIN
While brain structure and function can seem daunting, exploring this organ from the perspective of creative output gives learners a non-threatening frame of reference to which all can relate. Learners will look into traditional and contemporary theories of both creativity and brain versus mind, as well as how creativity is perceived in society. Competences: A3G, A5, H3X, S2A. Faculty: Staff

SW 354
INTEGRATING MS OFFICE APPLICATIONS FOR REPORT WRITING
Students will use an array of Microsoft applications and the Internet to set up a marketing conference spanning several days. They will create documents and solve problems using multiple applications to complete these tasks more efficiently. Competences: S-5, S-1-D, S-1-X, A-2-X, F-X. Faculty: Alexander Bodak III
SW 355
FROM SMALLPOX TO SARS: THE CHANGING WORLD OF INFECTIOUS DISEASE
In this course, students will be introduced to selected pathogenic (disease causing) microorganisms. We will explore mechanisms that have evolved in our bodies to protect us from foreign invaders & will learn health practices that keep these protective mechanisms optimally effective. We will see that human activities, including environmental disruption, can change relationships between microbes and humans and contribute to the emergence of "new" diseases and to the reemergence of old diseases that we thought were relegated to the history books. Competences: H5, S2D, S3B Faculty: Toby Glicken

SW 356
DATABASE DESIGN AND IMPLEMENTATION FOR SMALL BUSINESS APPLICATIONS
This course will teach non-computer literate persons to be able to translate a business problem into a conceptual database design, and further to convert the design into a database application using Microsoft Access. By the end of the course, the student should be able to apply knowledge to the following: (1) describing basic database concepts and using common database terminologies; (2) designing databases using appropriate designing notations; (3) translating a schema into a database application in Access; (4) conducting simple user-interface design; and (5) designing small business-based applications. Competences: A5, S1D, S3E, FX. Faculty: Staff

SW 357
URBAN GEOGRAPHY: THE STUDY OF CITIES
Course topics include the following: early settlement patterns, their political and social development; transportation mechanisms and their impact on concentrated centers of population; consumerism and trade; locational factors for settlements; neighborhood development, from ghettos to gentrification; urban planning issues; ethnic diversity, poverty and social planning; the built environment of structures; modes of communication with respect to technology, its impact on the global population; comparisons /contrasts of contemporary development between global world cities and American cities. Competencies: A3G, H1H, H5, S3X. Faculty: Nadine Bopp

SW 358
INTRODUCTION TO SPREADSHEETS
This is an introductory course will use Excel 2003 (Office XP). Topics include spreadsheet basics, formatting and printing, formulas and functions, charting, and data management. No prior knowledge of spreadsheet software is required; however, students are expected to have a working knowledge of Windows. Upon successful completion of this course, students will be able to do the following: create an test spreadsheets using Microsoft Excel 2003; explain and use functions, create pie, bar, column, and line graphs; explain and use linking and embedding; use clip art to add visual interest to a spreadsheet; and explain and use data management capabilities such as data forms, query, filter, subtotals, sort, and pivot tables. Competencies: H2C, S3A, S3X, FX. Faculty: LeRoy Foster

SW 359
EVERYDAY BIOMEDICAL ETHICS
Right, wrong. Sometimes right, rarely wrong" Wrong for children, right for women" Biomedical issues are in the news almost every day, and often it's hard to understand what to think, even less how to think, about their ethical implications. Some ethical issues have a long history and substantial background, while others are so new that even ethical experts struggle. How can a non-expert intelligently read and understand what's published? Competencies: A3G, A4, H4, S1B, S3X. Faculty: Staff

SW 360
SOCIETY AND INFORMATION TECHNOLOGIES
Humans have a long line of technological advances that includes tools, weapons, transportation, mechanical, industrial, and medical advances. On one hand, the computer is just another invention that is part of this long line of technological advances. On the other hand, the ability to program the computer makes it different with an incredible diversity of uses. Computer technology has made large impacts in diverse areas such as sports management, health care, employment, manufacturing, education, defense, and automobiles and many other areas. This course explores how computing technologies such as computer software and hardware, and networking has affected our society. Students will examine the basics of how these technologies work and how they have affected areas of human endeavors. We will examine how these technologies changed, improved, simplified and complicated society. Competencies: S3A, S3F, H2G. Faculty: Staff

SW 361
INTRODUCTION TO COMPUTER PRODUCTIVITY
Microsoft Office is the most ubiquitous application suite in personal computing. There is little Office cannot do, from document creation and editing, e-mail and scheduling, spreadsheet and database management, desktop publishing, image editing and even Web design. In this course, we will explore several component applications of Office 2003, focusing on word processor Word, spreadsheet Excel and presentation software PowerPoint, with the goal of developing facility with each application individually and using an integrated approach. Competence: S5. Faculty: Staff

SW 362
INSTRUCTIONAL DESIGN FOR TRAINING
This course will look at instructional design in much more depth than the Technology, Training and Human Performance Course. In this course, the student will study what Instructional Design is, how it works, and why it is important in the design of all types of career and educational training. The course will present various models of instructional design, then have the students design actual instructional training modules. Competencies: FX, S2X, H2X, H3X. Faculty: Ruth Gannon-Cook

SW 363
THE SCIENCE OF YOGA
Yoga is an ancient system of spiritual development and transformation. In the process of spiritual development the practitioner of Yoga acquires a wide array of physical and psychological benefits that improves health and well being. Yoga and meditation (meditation is a branch of Yoga) has been demonstrated to be effective in relieving stress, treating anxiety and depression, preventing and healing injuries and improving the functioning of children with special needs. The Science of Yoga will explore the positive physical and psychological benefits of Yoga from a scientific perspective. We will examine scientific studies that have been done on the effects of Yoga and meditation to gain an understanding of why this system of spirituality has become an increasingly integral part of modern health and fitness practice. The ancient origins and philosophical foundations of Yoga will be evaluated in the context of modern understanding of physiological and psychological processes. Students in this class will practice Yoga and meditation techniques and keep a journal of the effects that they experience. They will compare their experiences with the data from scientific studies. Students will also share and compare their experiences from practicing Yoga and meditation with their classmates. Competences: S4, S1X, S1C, S2C. Faculty: Elvrid Lawrence

SW 364
WOMEN OF SCIENCE
Students will explore the contributions of women scientists through recorded history, the essence and importance of their work, the social world in which they worked and their contemporaries, and the challenges they faced at various times in history. Each student will select a scientist about whom he or she will develop a final project, to include: biographical data, a synopsis of the scientist's socioeconomic and political world, description of her work and how it affected contemporary understanding of the world. Also, students will work in teams of 2 or 3 to find and present initiatives undertaken since 1945 to encourage involvement of women in science, math and technology fields. Competencies: A3C, H1B, H4, S1E, S3A. Faculty: Jennifer Holtz

SW 365
ADDICTION STUDIES
Humans are an intensely curious species. This trait has led us to discover substances which make us feel calmer, more alert, more powerful, more connected to or more distant from our surroundings. Today we live with a wide array of drugs that affect mind and body. Whether we desire to feel light-headed, euphoric and relaxed or have our senses heightened there is a psychoactive drug available to alter our consciousness. Some of these drugs, such as alcohol, nicotine, caffeine, and inhalants, are legal in our society. Others such as stimulants, narcotics, hallucinogens, anabolic steroids, and prescription drugs for mood disorders, are legally restricted. When used appropriately many of these substances have the capacity to enhance our lives. Inappropriate use, however, carries the risk of addiction - often accompanied by personal, social and economic decline. This is an introductory course in the field of addiction studies. In this course we will examine the relationship between drugs and behavior, the personal and social concerns of drug-taking behavior and how drugs work in the body and mind. Legal and legally restricted drugs as well as medical drugs will be discussed. We will also cover issues of prevention, treatment and education. By the end of this course students will understand (1) the differences between use, abuse and addiction to drugs; (2) the extent of substance abuse in the United States today; (3) the legal, social and cultural ramifications of substance abuse; (4) methods of treatment and prevention of substance abuse; (5) major classifications of addictive substances; and (6) how drugs work in mind and body. This course will be a mix of lecture, discussion, videos and other supplemental materials. In addition to their competence papers, students will work in small groups on projects related to addiction and will present their group's findings to the class. Competencies: A-3-X, H-2-A, H-3-F, S-2-C, S-3-B. Faculty: Robert Mills
SW 366
EXPRESSIVE ARTS THERAPY
Expressive Arts Therapy is a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a client's situation. It is grounded not in any particular techniques or media but in the capacity of the arts to respond to human suffering. Various arts—poetry, movement, drawing, painting, journaling, improvisation, music, and sculpture—are used in a supportive setting to facilitate growth and healing. Expressive arts processes have been used successfully in almost all psychotherapeutic contexts, ranging from work with the severely ill to the facilitation of human growth and potential. There is a growing use of the arts in health education, hospice work, and in community art projects especially after catastrophic events. The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. Lecture, discussion, audio-visual presentation, experiential exercise, guest speakers, and field trips comprise the structure of the class. Competencies: A-2-A, A-5, H-3-X, S-3-B. Faculty: Robert Mills

SW 367
LEISURE, RECREATION, AND HEALTH
This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure and, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life. The course will be interactive and participatory. Competencies: A3D, H3F, H4, S1X, S3B. Faculty: Joan Cantwell

SW 368
ADVANCED POWERPOINT AND WORD
Essential prerequisites: S5 skills in PowerPoint and Word. In this advanced course, students will master higher level skills in PowerPoint and Word and study beginning principles of design. Course skills include organizing content, formatting content, collaborating on documents, and formatting and moving documents. This course will begin with studying the Microsoft Certificate Exams for PowerPoint and Word. Prerequisite skills: The following functions will not be "taught" but students will use them as the foundation for the advanced skills in this course. PPT: Students must be able to create slides, and insert a master slide, Draw toolbar elements, websites and sound. Word: Students must be knowledgeable in using the Draw toolbar, inserting web images, text wrapping, cropping images, and setting tabs. Materials: flash memory stick at least 128K and textbook. Course website: condor.depaul.edu/~pszczerb/apw.html Competences: A2D, A2X, S1X, FX. Faculty: Pat Szczerb

SW 369
CHRONIC ILLNESS: WHEN SOMETHING IS ALWAYS WRONG
Everyone has either a disorder or a relative with a disorder, but often we focus only on the clinical information that physicians give us, especially since they can't quantify suffering and impact. We would do a bit of applied anatomy, but look at the psychosocial aspects of chronic illness as well, working primarily from "The Illness Narratives: Suffering, Healing, and the Human Condition" (Kleinman) Books about $50. Competences: H3F, S1B, S2A, S3B. Faculty: Jennifer Holtz

SW 370
SEXUAL HEALTH AND DEVELOPMENT
This course will introduce students to a variety of topics related to human sexuality. The course will begin with a historical view of sexuality and lead to an analysis of current topics in sexuality related to health and physical development, culture and politics. The format of the course will consist of class meetings every other week and attentive participation to the online discussion board in between class sessions. Students will be required to read articles provided by the instructor and discuss them during class and on the course discussion board. The course will be divided into several modules related to sexual and physical health, relationships and gender issues, atypical sexual behavior and the roles of spirituality, culture, media, gender and aging. Students will participate in class presentations and present research on the web board related the competencies taken in the class. Competences: A1D, H3F, S4, S3B. Faculty: Dr. Anna Maria Wegierek
SW 371
DINOSAURS
Dinosaurs are one of the most diverse and successful groups of vertebrates in earth's history. Originating over 220 million years ago, they dominated earth's land biomes for over 150 million years and diversified to include the largest land animals in earth's history, a wide range of aquatic groups, and even a diverse clade capable of flight (the birds). Consequently, mammals remained in the background as small nocturnal creatures during the dinosaurs long reign. Only after a cataclysmic extinction event 65 million years ago involving most dinosaurs groups did the mammals diversify into modern groups including our own primate lineage. This course will introduce students to the remarkable dinosaurs, tracking their origin, surveying their success, and evaluating their decline. Learning will emphasize investigation of the forms, function, and variation within the major dinosaur groups as well as the connections of dinosaur evolution to diverse factors such as climate change, ecology, biological competition, and mass extinction. The course learning activities will encompass discussions, readings, lectures, labs, internet resources, museum resources and original inquiry. Course is offered for S1B, S2A, S4. Faculty: Kevin Downing

SW 372
MICROCOMPUTERS AND HOME NETWORKING
In this course, students will be introduced to common computer applications in MS Office 2003: Word, Excel, Power Point, Access and Outlook. Students will also learn how to use internet Explorer and Netscape browsers as well as learn how to navigate the Web, mark favorite pages, save pages, set options and security levels. We will explore PCs and Mac operating system environments; reviewing their similarities and differences. Finally, we will develop basic technical skills in designing and managing home networks in terms of connections, security, and wireless systems. Competences: S5, S1D, FX. Faculty: Zaya Khananu

SW TRS1A
S1A Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.
The Scientific World Category This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-1: Experiencing Science Subcategory This competence is part of the 'Experiencing Science Subcategory' of the SNL curriculum. These competencies address the ability to engage directly in scientific investigation, relating experience and observations to scientific concepts, models, principles, and theories. S-1-A Competence: Can explore natural phenomena or the world of everyday experiences using scientific methods, and can use theories to interpret observations.

SW TRS1D
S1A Competence
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The Scientific World Category This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-1: Experiencing Science Subcategory This competence is part of the 'Experiencing Science Subcategory' of the SNL curriculum. These competencies address the ability to engage directly in scientific investigation, relating experience and observations to scientific concepts, models, principles, and theories. S-1-D Competence: Can understand general computing principles and solve problems using computer based applications within workstation or PC platforms.

SW TRS1X
S1X Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college
for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu.

The Scientific World Category This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-1: Experiencing Science Subcategory

SW TRS2A
S2A Competence

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The Scientific World Category This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-2: Patterns and Processes Subcategory

SW TRS2B
S2B Competence

School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu.

The Scientific World Category This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-2: Patterns and Processes Subcategory

SW TRS2C
S2C Competence

School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu.

The Scientific World Category This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-2: Patterns and Processes Subcategory

This competence is part of the 'Patterns and Processes Subcategory' of the SNL curriculum. These competencies address examining patterns and processes that occur in nature and are observable and distinct. S-2-A Competence: Can describe, differentiate, and explain form, function, and variation within physical systems.

SW TRS2B
S2B Competence

School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu.

The Scientific World Category This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-2: Patterns and Processes Subcategory

This competence is part of the 'Patterns and Processes Subcategory' of the SNL curriculum. These competencies address examining patterns and processes that occur in nature and are observable and distinct. S-2-B Competence: Can describe, differentiate, and explain form, function, and variation within biological systems.

SW TRS2C
S2C Competence

School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu.

The Scientific World Category This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-2: Patterns and Processes Subcategory

This competence is part of the 'Patterns and Processes Subcategory' of the SNL curriculum. These competencies address examining patterns and processes that occur in nature and are observable and distinct. S-2-C Competence: Can describe, differentiate, and explain form, function, and variation within physical systems.
competence is part of the ‘Patterns and Processes Subcategory’ of the SNL curriculum. These competencies address examining patterns and processes that occur in nature and are observable and distinct. S-2-C Competence: Can describe, categorize, and explain development or change within physical or biological systems.

SW TRS2D
S2D Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.The Scientific World Category This competence is part of the ‘Scientific World Category’ of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-2: Patterns and Processes Subcategory This competence is part of the ‘Patterns and Processes Subcategory’ of the SNL curriculum. These competencies address examining patterns and processes that occur in nature and are observable and distinct. S-2-D Competence: Can describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments.

SW TRS2E
S2E Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. S-2-E Competence: Can use mathematics or statistics to describe the patterns and processes of natural phenomena.

SW TRS2X
S2X Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. The Scientific World Category This competence is part of the ‘Scientific World Category’ of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-2: Patterns and Processes Subcategory This competence is part of the ‘Patterns and Processes Subcategory’ of the SNL curriculum. These competencies address examining patterns and processes that occur in nature and are observable and distinct. S-2-X Competence: This statement is written by student’s academic committee to accommodate transfer courses and/or experiential learning relating to the Patterns and Processes Subcategory.

SW TRS3B
S3B Competence
School for New Learning Program The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/. The Scientific World Category This competence is part of the ‘Scientific World Category’ of the SNL
The Scientific World Category

This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-3: Science, Technology and Society Subcategory

This competence is part of the 'Science, Technology and Society Subcategory' of the SNL curriculum. These competencies address examining the manner in which social and cultural dynamics shape technological or scientific developments. S-3-B Competence: Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

SW TRS3X
S3X Competence

School for New Learning Program

The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

The Scientific World Category

This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-3: Science, Technology and Society Subcategory

This competence is part of the 'Science, Technology and Society Subcategory' of the SNL curriculum. These competencies address examining the manner in which social and cultural dynamics shape technological or scientific developments. S-3-X Competence: This statement is written by student’s academic committee to accommodate transfer courses and/or experiential learning relating to the Science, Technology and Society Subcategory.

SW TRS4
S4 Competence

School for New Learning Program

The School for New Learning (SNL) at DePaul is an adult education college for students 24 years and older. The programs at the college are competence based, which means that the graduation requirements are in the form of learning statements or competence statements. Students can fulfill a competence requirement through transferring courses from other institutions, by taking SNL courses, through documenting life and work experience or through developing independent learning projects with instructors. There are 50 competence requirements to complete the degree and the competence statement below is one of those requirements. For more information, see the SNL website at http://www.snl.depaul.edu/.

The Scientific World Category

This competence is part of the 'Scientific World Category' of the SNL curriculum. These 8 competencies address the use of scientific inquiry to examine the physical world around us including issues related to human health, our environment and universe, naturally occurring phenomenon, the use and development of different forms of technology. S-4 Competence: Interconnections in the Natural World; Can describe and explain connections among diverse aspects of nature.

Scntfc Data Analysis-Visualztn

Undergraduate Course Descriptions

Scntfc Data Analysis-Visualztn

SDV 230

INTRODUCTION TO EARTH AND SPACE SCIENCE  [SI:QL]

This course provides an overview of the dynamic geological nature of Earth, its place in the solar system and universe, and the fundamental Earth-sky-human relationship. The format of the course is lecture, discussion, laboratory activities, and student group presentations. The course content is aligned with the Illinois Earth and Space Science Content Area Standards for educators and thus also meets the needs of secondary education majors wishing to pass the Illinois state exam for certification in earth and space science.
SDV 310
SCIENTIFIC MODELING (PREREQUISITE(S): MAT 151)
Introduction to mathematical models used in scientific work: discrete dynamical systems, continuous models, stochastic models, Markov chains, and compartment models. Course is example-driven, with models being implemented on the computer. Prerequisite(s): MAT 151

SDV 360
SCIENTIFIC DATA ANALYSIS I
Descriptive methods of data analysis, probability models, statistical inferential procedures including regression and analysis of variance, especially as it relates to scientific data arising from observations and experiments. Includes the use of one or more computer statistical analysis packages. (Prerequisite: MAT 150)

SDV 361
SCIENTIFIC DATA ANALYSIS II [PREREQUISITE: SDV 360]
Advanced statistical and data-mining methods with science-related case studies. Topics include multiple regression, logistic regression, decision trees, and naive Bayesian classification. Prerequisite: SDV 360.

SDV 390
SENIOR CAPSTONE I [PREREQUISITE: SDV 361]
Students will examine a scientific issue with historical or public policy significance from multiple points of view, ethical, social, as well as scientific. The topic will necessarily be one in which the interpretation and visualization of data plays a significant role in framing debate. Students will work individually or in small groups to create projects featuring the interplay of quantitative and non-quantitative approaches. Prerequisite: SDV 361

SDV 391
SENIOR CAPSTONE II
Students work on a quarter-length project whose end product is either a detailed mathematical analysis or a visualization of several large scientific data sets. The project will integrate a few of the science topics done in SDV 390 with data analysis and visualization. Collaborations with researchers and organizations such as educational institutions and museums are especially encouraged.

SDV 399
INDEPENDENT STUDY [PREREQ(S): CONSENT OF CHAIR]
Variable credit. Prerequisite(s): Consent of chair.

Secondary Education

Undergraduate Course Descriptions → Secondary Education

Secondary Education

SEC 301
THE TEACHING OF WRITING (PREREQ: SEC 364 OR EQUIVALENT)
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(S): SEC 364 or equivalent.

SEC 306
TEACHING LITERATURE (PREREQ: SEC 364 OR EQUIVALENT)
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(S): SEC 364 or equivalent.
SEC 309
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS (PREREQ: SEC 364 OR EQUIVALENT)
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(S): SEC 364 or equivalent.

SEC 310
TEACHING, HISTORY, AND SOCIAL SCIENCES IN SECONDARY SCHOOLS (PREREQ: SEC 364 OR EQUIVALENT)
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(S): SEC 364 or equivalent.

SEC 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.

SEC 339
TEACHING SCIENCE IN THE SECONDARY SCHOOL (PREREQ: SEC 364 OR EQUIVALENT)
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. PREREQUISITE(S): SEC 364 or equivalent.

SEC 349
TEACHING MODERN LANGUAGES (PREREQ: SEC 364 OR EQUIVALENT)
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(S): SEC 364 or equivalent.

SEC 360
INSTRUCTIONAL TECHNOLOGY FOR ALL STUDENTS
The course provides an introduction to the use of various technologies as learning tools for students in p-12
classrooms. It examines how students interact with technology, what technologies are available to help
students learn, issues related to technology access, and how to evaluate existing and emerging technology.
Classroom software will be demonstrated. Students are assumed to have general familiarity with computers,
Internet use, e-mail, and productivity software as well as a basic understanding of student learning and issues
in education. Pre-requisite: Introduction to computers or instructors permission.

SEC 361
ORIENTATION TO SECONDARY TEACHING AS A PROFESSION
Orientation To Secondary Teaching As A Profession (Cross-Listed As SE 363)

SEC 362
METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS
Methods: Curriculum And Instruction In Secondary Schools

SEC 363
ORIENTATION TO SECONDARY TEACHING AS A PROFESSION (CROSS-LISTED AS SE 361)
(6 credits) 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.

SEC 364
METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS (PREREQ: SEC 363 OR EQUIVALENT)
(6 credits) This course will examine 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(S): SEC 363 or permission.

SEC 365
VISUAL ART EDUCATION I: HISTORIES OF LOOKING
This course surveys the trajectory of visual thoughts and explores strategies in alternative as well as, mainstream routes of production and distribution exercised by artists, arts educators, citizens, and visualists, through the use and presentation of documents, writings, and works. SEC 365 examines the visual arts and culture in and outside of spaces where learning occurs and locates methodologies of implementing visual arts teaching effectiveness when evident intersections secure the promises of new pedagogical practices. This course presents an overview of the social, historical, cultural, and political influences of visual culture on the proximity of the arts and education, seeking to negotiate the roles and interpretations of visual culture as language, information, curriculum, activism, design, and production within the context of multiple working environments.

SEC 366
VISUAL ART EDUCATION II: ARTS AND PEDAGOGY
This course, which is the second in a two-part sequence, builds on the strategies, projects, and understanding of SEC 365. SEC 366: Arts and Pedagogy sets up the conditions through an off site center to prepare work in collusion with youth of middle and high school age and explore the models in cooperation with other artists, art educators, and teachers throughout the community we select to work in. The focus and attention of this course is directed towards actual teaching, project facilitation, and authoring of developed projects and small programs that were initiated and designed in SEC 365.

SEC 376
WORKSHOP FOR PRE-SERVICE TEACHERS
Various topics in contemporary education. See schedule for details.

SEC 384
CAPSTONE IN SECONDARY EDUCATION (COREQ: SEC 390)
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific early childhood education. The course is grounded in the School of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. COREQUISITE(S): SEC 390.

SEC 386
LITERATURE AND THE READER
Literature And The Reader

SEC 390
SECONDARY STUDENT TEACHING (PREREQ(S): APPLICATION & APPROVAL REQUIRED)
(12 credits) 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(S): Application and approval required. Open only to DePaul students.
INDEPENDENT STUDY (PREREQ(S): PERMISSION INSTRUCTOR, CHAIR & ASSOC DEAN)
(1-2 credits) PREREQUISITE(S): Permission of instructor, program chair and associate dean.

Sociology

Undergraduate Course Descriptions  Sociology

Sociology

SOC 101
INTRODUCTION TO SOCIOLOGY (SELF, SOCIETY AND THE MODERN WORLD)
Introduction to the language, theories, methods, and research findings of the sociologist at work.

SOC 105
SOCIAL PROBLEMS (SELF, SOCIETY AND THE MODERN WORLD)
Examination of important societal problems and issues with attention to their causes, their impact, and the possibility of resolution. The course considers the role of social movements, government and the private sector.

SOC 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.

SOC 203
RACE AND ETHNIC RELATIONS
Interpretation and understanding of relationships between religious, ethnic and racial groups. The course emphasizes racial conflict and its resolution as well as the need to eradicate racism.

SOC 204
THE IMMIGRANT EXPERIENCE
This course deals with the immigrant experience in the United States examining immigration and its effects on both this immigrants and the larger society, from the earliest days of this nation to the present. Students consider the demographic aspects of immigration, patterns of societal inclusion and exclusion, institution building, existential issues, cultural issues, economic issues, legal issues, educational issues, political issues and the nature of multiculturalism in the U.S.

SOC 205
SELF AND SOCIETY (SELF, SOCIETY AND THE MODERN WORLD)
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.

SOC 206
WORK AND SOCIETY (SELF, SOCIETY AND THE MODERN WORLD)
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.

SOC 207
YOUTH AND SOCIETY (PREREQ: SOC 101 OR 105)
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.
PREREQUISITE(S): SOC 101 or 105.
SOC 208
LAW AND SOCIETY (SELF, SOCIETY AND THE MODERN WORLD)
Examines the legal system in its social contexts; considers its moral and social roots, its continuity and contradictions, and its ability to deliver justice. Draws upon cross-national comparison.

SOC 209
SOCIOLOGY OF WOMEN (SELF, SOCIETY AND THE MODERN WORLD)
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.

SOC 210
THE COMPUTERIZED SOCIETY (SELF, SOCIETY AND THE MODERN WORLD)
Examines the impact of computers and automation on society and the nature of technological change, with a focus on new electronic technologies and computers. Special attention is given to the nature of careers in computer science and emerging social issues and problems.

SOC 211
GENDER AND SOCIETY (SELF, SOCIETY AND THE MODERN WORLD)
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.

SOC 212
COMMUNITY AND SOCIETY (SELF, SOCIETY AND THE MODERN WORLD)
An analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies.

SOC 213
BLACK AMERICAN MUSIC CULTURE: TRADITIONS AND INNOVATIONS
Study in African American culture that deals with the experience of music and musicians. Using some historical references with live contemporary illustrations the course will essentially examine the engagement of African American music/musicians in their community and in the larger multicultural American society.

SOC 214
POLICE AND THE URBAN COMMUNITY
The nature of police work, decision-making structures and processes, conflict and cooperation in police-community relationships.

SOC 217
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.

SOC 220
THEORIES OF CRIME AND DELINQUENCY
Analysis of theories of causes and control of crime and juvenile delinquency; examination of delinquency subcultures, and the distribution of crime and juvenile delinquency.

SOC 221
INTRODUCTION TO THE U.S HEALTH CARE SYSTEM
Examination of occupations and organizations in the U.S. health care system. Topics include: quality, access, and cost of health services; occupations and organizations involved in delivering health care; financing of care through health insurance and government programs. Recommended gateway course for all students in Health and Health Services concentration.

SOC 222
HEALTH AND INTERNATIONAL HEALTH CARE SYSTEMS (SELF, SOCIETY & MODERN WORLD)
Addresses the variation in health care delivery arrangements across countries by examining the health care systems from a socio-cultural perspective. Exploring why and when countries began building their health care systems, and what underlying values are reflected in those institutional arrangements.
SOC 224
INTRODUCTION TO STATISTICAL REASONING (SI: QUANTITATIVE)(PREREQ: ISP 120)
Introduction to statistics including data description and statistical inference used in many scientific fields of knowledge. Introduces students to computers in statistical analysis with examples drawn from social and natural sciences. PREREQUISITE(S): ISP 120.

SOC 230
SEX AND GENDER IN THE CITY
Examines the role of sex, sexuality, and gender in urban life, their interaction in urban spaces, and the formation of related private and public social policies.

SOC 231
RACE AND ETHNICITY IN THE CITY
The social and cultural importance of 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.

SOC 232
GLOBAL CITIES (SELF, SOCIETY AND THE MODERN WORLD)
National and international comparisons of urbanization and urbanism as a way of life in world cities, regional/satellite cities, and cities of production and distribution. Focus on the impact of power and resources on city life throughout the world.

SOC 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.

SOC 234
ADOLESCENT HEALTH
Examination of social, political, geographic, and psychological forces affecting adolescent health in the U.S. Focus on occurrence, cause, and prevention of adolescent health risk behaviors, such as sexual behavior, violence, and substance use. Discussion of policy and community practice.

SOC 235
IMMIGRATION, HEALTH AND ILLNESS
Examines linkage of immigration to health and illness, including health status of immigrants, differences in health outcomes in the host country and countries of origin, occupational health and injury patterns, eating habits, healing practices, and access to health care. Includes fieldwork and review of research findings.

SOC 236
URBAN SOCIOLOGY (FORMERLY SOC 345)
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. (Formerly taught as SOC 345)

SOC 238
WHITE RACISM
This seminar is an introduction to white studies and white racism. White racism is a set of socially organized attitudes, behaviors and beliefs about differences between Blacks and other groups of color in the United States. The focus is on how the color White is constituted as dominant in social life throughout the United States and Western Europe.

SOC 240
GROUP DIVERSITY (PREREQUISITE: SOC 101 or 105)
Study of cultural identities, values, and interaction of diverse groups. Among the concepts explored will be race, ethnicity, religion, gender, social class, sexual orientation, ableism, and age. The material will draw upon all the social sciences as well as appropriate samples from the literature. (PREREQUISITE: SOC 101 or 105)

SOC 245
SLAVERY AND RACIALIZATION
Addresses both the coming of slavery in Western civilization and how the ideology of race is used to interpret
historical events and situations. The course will consider how slavery created the formation of a racist color line.

SOC 254
ANCIENT GREECE AND ROME (UP: EUROPE)
The course explores the society and culture of ancient Greece and Rome, including mythology, art, and social institutions. The impact of these cultures on contemporary popular culture and social thought is considered. Emphasis on primary materials.

SOC 256
SOCIAL CHANGE (UP: INTERCONTINENT/COMPAR)
Examines changes in societies since 1800, including change in technology, culture, and social and political institutions. Topics include modernization, revolution and media. The course emphasizes comparative, global perspectives and use of primary sources.

SOC 269
THEORIES OF CULTURE
Analyzes works on culture in the social sciences, from the 19th century to the present, with emphasis on growing complexity and diversity.

SOC 271
POPULATION PROBLEMS (SELF, SOCIETY AND THE MODERN WORLD)
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.

SOC 279
INTRO STATS FOR THE SOCIAL SCIENCES (XLSTD: MAT 242) (FORMERLY SOC 379)
Data description and interpretation; table construction; correlation, regression and ANOVA; introduction to multivariate analysis; statistical inference and hypothesis testing. (formerly SOC 379)

SOC 280
MASS MEDIA AND CULTURE (SELF, SOCIETY AND THE MODERN WORLD)
Analysis of the relations between modern society and the mass media such as TV, film, radio and the print media.

SOC 281
SOCIOLOGY OF ROCK MUSIC (SELF, SOCIETY AND THE MODERN WORLD)
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.

SOC 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.

SOC 286
POPULAR CULTURE (SELF, SOCIETY AND THE MODERN WORLD)
Multiple perspectives, from modern to postmodern, are applied to a range of forms of popular culture, both in historical context and in their current forms. Topics to be covered include examining the concept of popular culture, the analytic tools used to understand it, and analyzing some of its manifestations (e.g., sports, mass media, gambling, holiday celebrations, shopping, theme parks, themed restaurants, etc.).

SOC 290
SPECIAL TOPICS IN SOCIOLOGY (PREREQUISITE: SOC 101 or 105)
In-depth examination of selected and timely social issues. Topics vary from quarter to quarter. Topics may be initiated by students. (PREREQUISITE: SOC 101 or 105)

SOC 291
SPECIAL TOPICS IN SOCIOLOGY
Two-credit-hour courses on special topics in Sociology.

SOC 292
COLLECTIVE ACTION (SELF, SOCIETY AND THE MODERN WORLD)
The socio-legal implications of violent and nonviolent protest in bringing about social change. Emphases: social and historical causes that precipitate violence; court response to civil disobedience.

SOC 301
THE JUVENILE COURT SYSTEM: ITS OPERATIONS (PREREQ(S):SOC 208 OR SOC 220 OR PSC 260 OR BLW 201).
An introduction to the juvenile-court system. The interaction of police, judges and court officers. The role of discretion in disposition. PREREQUISITE(S): SOC 208 or SOC 220 or PSC 260 or BLW 201.

SOC 304
SOCIAL DEVIATION (CROSS-LISTED AS SOC 468)
Comparison of theories and conceptual frameworks about deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance. PREREQUISITE: SOC 101 or 105.

SOC 305
SOCIAL CONTROL AND 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.

SOC 306
FAMILIES (PREREQ(S): SOC 101 OR 105)
Ideas, theories and research on families. Topics include change and variety in family patterns, fertility and child rearing. PREREQUISITE(S): SOC 101 or 105.

SOC 307
SOCIOLOGY OF SUBSTANCE USE AND ABUSE
Sociological perspectives on substance use and abuse, related high-risk behavior, drug traffic, community impact, and prevention and public policy.

SOC 308
CULTURE, COMMUNITY AND POLITICS
Explores the cultures and forms of organization of various groups in the United States, including music, art, community politics, and social movements. Specific topics vary.

SOC 309
SOCIOLOGY OF SEXUALITY [PREREQ(S): SOC 101 OR 105 AND SOC 209]
Explores social construction of sex and sexuality, the intersection of gender, race, and sexuality, sexual orientations, and major issues in sexual politics, such as the gay/lesbian movement, discrimination, abortion, and sterilization. Prerequisite(s): SOC 101 or 105 and SOC 209.

SOC 310
CRIMINAL JUSTICE: THE COURTS AND CORRECTIONS
The response of the judiciary to crime and criminals. The study of corrections policies and practice and their effects.

SOC 311
SOCIOLOGY OF LATINO CULTURE
Examination of major cultural expressions and practices among Latino groups in American society. The family unit, cultural identity, music, art, literature, language, film and youth gangs are among the topics discussed.

SOC 313
SOCIOLOGY OF EDUCATION
Examines the structure of schooling in the United States and other societies. Topics include: Schools as organizations; teaching as a profession; peer cultures in schools; racial/ethnic, class, and gender inequalities in education.

SOC 315
SOCIOLOGY OF LAW (PREREQ(S) :SOC 208 OR SOC 220 OR PSC 260 OR BLW 201).
The study of the role of law in society; emphasis on law as a profession and career. PREREQUISITE(S) :SOC 208
The study of the role of law in society; emphasis on law as a profession and career. PREREQUISITE(S): SOC 208 or SOC 220 or PSC 260 or BLW 201.

SOC 316
STREET GANGS (PREREQ(S): SOC 220)
Examines the problems associated with street gangs and "troublesome youth groups" in the United States and Europe. Classical and contemporary theories of gang formation and proliferation are reviewed. Both quantitative and qualitative gang research efforts are studied. Street gang reduction policies and programs (national and local) are scrutinized. Emphasis is placed on the street gang's relationship with other organizations and social actors in the same "habitat." PREREQUISITE(S): SOC 220.

SOC 318
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.

SOC 321
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.

SOC 322
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.

SOC 323
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.

SOC 326
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.

SOC 330
THEMES IN SOCIAL THOUGHT
Consideration of the writings of social philosophers regarding the nature, origins and meanings of human society.

SOC 331
SOCIOLOGICAL THEORY (PREREQUISITE: SOC 101 or 105)
Exploration of the nature of theory and an analysis of selected social theorists. (PREREQUISITE: SOC 101 or 105)

SOC 333
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 African American class structure in the United States.

SOC 340
SOCIAL INEQUALITY (PREREQ: SOC 101 OR 105)
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. (PREREQ: SOC 101 OR 105)

SOC 341
THE SOCIOLOGY OF OCCUPATIONS
Analysis of the characteristics and problems of a wide range of occupations including the professions (recruitment, ethics, associations and sources of authority).
SOC 342
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.

SOC 343
SOCIAL DIMENSIONS OF RELIGION [CROSS-LISTED AS REL 221] [RD:RQ]
Analysis of the interplay of society and religion, the clergy as an occupational group, and the relationship of religious ideology to social change.

SOC 344
POLITICAL SOCIOLOGY
Social and economic bases of the political system in a comparative perspective.

SOC 346
URBAN ETHNOGRAPHY (PREREQ: SOC 101 OR 105)
An introduction to field research in an urban environment. (PREREQ: SOC 101 OR 105)

SOC 347
CLASS, POWER AND DECISION MAKING IN THE CITY
Analysis of decision-making in urban settings. Considers the role of class disparities, power, citizen protest and community participation in urban outcomes.

SOC 348
THE CITY IN THE FUTURE
Alternative views of urban structures and social life in the post-industrial age. Considerations of the implications of energy, different technologies, future shock and social trends.

SOC 350
SOCIOLOGY OF HEALTH AND ILLNESS (FRMRLY SOC 352)
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. (Formerly SOC 352)

SOC 351
HEALTH DISPARITIES
Examination of persistent health disparities in the U.S. and the influence of social settings on morbidity and mortality, as well as the impact of social class, gender, and race/ethnicity on disease and illness patterns and access to health care.

SOC 353
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.

SOC 354
COMPARATIVE COMMUNITY POLITICS (CROSS-LISTED AS SOC 426 & MPS 574)
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.

SOC 355
CHICAGO AS A SOCIAL SYSTEM
This course draws upon the rich tradition of sociological work carried out in Chicago to exemplify, illuminate, and integrate a variety of sociological concepts, theories and methodologies.

SOC 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.

SOC 357
LATIN AMERICAN POLITICAL ECONOMY/SOCIETY (SELF, SOCIETY AND THE MODERN WORLD)
A comprehensive view of the metropolitan and colonial origins and development of Latin America. Also provides an overview of major social and economic issues facing Latin America today, including balance of payment problems, inflation, stabilization, poverty, inequality, and land reform.

SOC 358
REVOLUTIONS AND PEASANT REBELLIONS (SELF, SOCIETY AND THE MODERN WORLD)
Analyzes the most important revolutions and peasant rebellions of the twentieth century as well as the most relevant cases from previous periods, such as the French Revolution.

SOC 360
SOCIAL SERVICES IN CONTEMPORARY SOCIETY (CROSS-LISTED AS SOC 432)
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.

SOC 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.

SOC 365
HEALTH AND GLOBALIZATION
Comparative approach to understanding changes in health and illness patterns, diet and consumption, and access to health care associated with economic expansion, global inequalities, and changes in local economies, occupations and cultures. Case studies of selected non-industrialized countries.

SOC 370
PEOPLE, PLACES, AND FOOD
Exploration of community food resources and the relationship to chronic disease such as obesity, diabetes, and hypertension. Qualitative methods focus on meanings of eating habits and how people secure food. Analyzes barriers and supports for healthy eating habits in Chicago neighborhoods. Service-learning component.

SOC 372
HEALTH CARE SYSTEMS: A COMPARATIVE PERSPECTIVE
Examines the variations in health care delivery systems across selected countries and analyzes social and cultural forces that influence these systems, with an emphasis on differences in health outcomes.

SOC 373
PUBLIC HEALTH AND HIGH RISK BEHAVIOR
Explores problems in community and public health such as HIV/AIDS and injection drug use. Topics may vary.

SOC 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.

SOC 381
RESEARCH METHODS IN SOCIOLOGY II (PREREQ(S): SOC 279 and SOC 380)
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(S): SOC 279 and SOC 380.

SOC 382
QUALITATIVE METHODS
Introduction to qualitative methods in sociology, grounded theory, data collection and analysis, field research, life histories, and unobtrusive measures.

SOC 383
VISUAL SOCIOLOGY
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.

SOC 385
THE SOCIAL SIGNIFICANCE OF BLACK MUSIC AND ENTERTAINMENT (CROSSLIST: SOC 495)
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.

SOC 386
POPULAR CULTURE AND THE ARTS (CROSS-LISTED AS SOC 480)
Multiple perspectives, from modern to post modern, are applied to a range of forms of popular culture, both in historical context and in their current forms. Topics to be covered include examining the concept of popular culture, the analytic tools to understand it, and analyzing some of its manifestations (e.g. sports, mass media, gambling, holiday presentations, shopping, theme parks, theme restaurants, etc.

SOC 387
SOCIOLOGY OF CELEBRITY
"Celebrities are known for being well-known." The course explores the role of media and fans in the making of celebrity and considers celebrity as a key feature of contemporary society.

SOC 388
SOCIOLOGY OF CONSUMPTION
Sociological perspectives on shopping, consumer culture, and social-psychology of consumer behavior.

SOC 389
THEMES IN CULTURAL CHANGE
Contemporary works on culture and cultural change, with an emphasis on reading complete books.

SOC 390
SEMINAR IN SOCIOLOGY
Selected topics form the basis of an in-depth consideration. Topics vary and may be initiated by students.

SOC 391
SEMINAR IN SOCIOLOGY
Two-credit-hour course on special topics in Sociology.

SOC 394
SOCIOLOGY AND SOCIETY (JUNIOR YR EXPERIENTIAL LRNG:SERVICE)
Combines basic understanding of sociological principles with field experience. (Junior Yr Experiential Lrng:Service)

SOC 395
CAPSTONE IN SOCIOLOGY (PREREQ(S): SENIOR STANDING AND SOC 331)
A senior seminar course that enables students to conduct original research and integrate theory and methods. PREREQUISITE(S):Senior standing and SOC 331. Seniors are strongly encouraged to enroll in this course.

SOC 397
TRAVEL/STUDY
Foreign and domestic study tours with lectures and research by special arrangement with sponsoring programs

SOC 398
INTERNSHIP (CROSS-LISTED AS SOC 498)
Placement of students in work-study situations relevant to careers in health and human services, social work, juvenile justice, law and society, urban and community services. Clinical and Experiential (can fulfill jr. yr. requirement). (1 to 4 units).

SOC 399
INDEPENDENT STUDY (PREREQ: SENIOR STANDING AND PERMISSION OF CHAIR)
PREREQUISITE(S):Senior standing and permission of chair.
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 209
THE PSYCHOLOGY OF BECOMING AN EDUCATOR (PREREQUISITE: SOPHOMORE STANDING)
The Psychology Of Becoming An Educator (prerequisite: Sophomore Standing)

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 life span.

SCU 338
THE PROCESS AND EVALUATION OF LEARNING
The process involved in human learning is 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 339
PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
This course introduces foundational and contemporary theories of youth and adolescent development. It provides an investigation of how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling and, hence, to act critically and reflectively in multiple contexts in which youth learn.

SCU 380
PHILOSOPHICAL FOUNDATIONS OF EDUCATION (PHILOSOPHICAL INQUIRY)
Philosophical Foundations Of Education (philosophical Inquiry)

SCU 390
COMPARATIVE EDUCATION
Comparative Education

SCU 399
INDEPENDENT STUDY (PREREQ: PERMISSION OF PROGRAM CHAIR)
Education core unit. PREREQUISITE(S): Permission of Program Chair.

SCU 25
BASIC TECHNOLOGY LITERACY
Basic Technology Literacy.

SCU 95
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.

Software Engineering

Undergraduate Course Descriptions

Software Engineering

SE 325
PRINCIPLES AND PRACTICES OF SOFTWARE ENGINEERING
This course introduces students to the principles and methods of software engineering. Topics covered include software methodology, software requirements and specifications, software design, testing and validation, software evolution, and project management. Students will also be exposed to a number of popular tools used extensively in industry to support software engineering activities. PREREQUISITE(S): CSC212 or CSC224 or CSC 396

SE 330
OBJECT ORIENTED MODELING
Object-oriented modeling techniques for analysis and design. Provides the tools and techniques needed to solve complex, real-world software engineering problems in an object-oriented manner, using the most effective elements of the Unified Process. The course covers the essential concepts and notation of the Unified Modeling Language (UML), the standard notation for object-oriented analysis and design. Team project. PREREQUISITE(S): CSC212 or CSC262.

SE 331
MODEL-DRIVEN SOFTWARE DEVELOPMENT
Introduction to software specification, modeling, and model-driven development. Topics include a survey of approaches to software specification and modeling, specification languages, notations, and techniques for modeling static and dynamic aspects of software systems, and the use of tools in analysis, verification, and transformation of software models PREREQUISITE(S): SE330

SE 333
SOFTWARE TESTING
This course is designed for the software engineering professional to gain a greater understanding of the key ingredients in creating and/or managing a successful testing program to meet project needs. Topics covered include test lifecycle planning, test design & coverage analysis, complexity, levels of testing such as unit, integration, system, performance and stress testing. Best practice strategies in software testing such as verification & validation, early lifecycle testing, risk based testing and automation will also be examined including exposure to test automation methods and tools. PREREQUISITE(S): CSC 383 or SE330

SE 335
FOUNDATIONS OF DISTRIBUTED SYSTEMS I
Course Description: An introduction to distributed systems. Topics may include: architecture of distributed
Course Description: An introduction to distributed systems. Topics may include: architecture of distributed systems; networking; datagram-oriented and stream-oriented protocols; network programming (for example, the sockets API); remote procedure call and remote method invocation; processes and threads; code migration; software agents; naming of non-mobile and mobile entities; cryptography and security. PREREQUISITE(S): (CSC 383 or CSC 393) and CSC 374.

SE 336
FOUNDATIONS OF DISTRIBUTED SYSTEMS II
Course Description: An intermediate course on distributed systems. Topics may include: clock synchronization; mutual exclusion; distributed transactions; consistency models; distribution and consistency protocols; failure models; achieving fault tolerance; distributed object-based systems; distributed file systems. PREREQUISITE(S): CSC262 AND DS 320.

SE 350
OBJECT-ORIENTED SOFTWARE DEVELOPMENT
Principles, techniques and tools of object-oriented modeling, design, implementation, and testing of large-scale software systems. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): CSC 383

SE 352
OBJECT-ORIENTED ENTERPRISE APPLICATION DEVELOPMENT
This course focuses on applying object-oriented techniques in the design and development of software systems for enterprise applications. Topics include component architecture, such as Java Beans and Enterprise Java Beans, GUI components, such as Swing, database connectivity and object repositories, server application integration using technologies such as servlets, Java Server Pages, JDBC and RMI, security and internationalization. PREREQUISITE(S): CSC 383.

SE 354
ENTERPRISE COMPONENT ARCHITECTURE
This course will focus on object-oriented component architectures for enterprise applications. Topics include Enterprise Java Beans (EJB), Java Naming and Directory Interfaces (JNDI), Java Mail and Messaging Services. PREREQUISITE(S): SE 352.

SE 355
DISTRIBUTED SOFTWARE DEVELOPMENT

SE 356
SOFTWARE DEVELOPMENT FOR MOBILE AND WIRELESS SYSTEMS
This course will focus on the unique aspects of developing software applications for mobile and wireless systems, such as personal digital assistant (PDA) devices and mobile phones. Topics will include user interface design for small screens with restricted input modalities, data synchronization for mobile databases as well as wireless programming and the use of web services. PREREQUISITE(S): SE 350

SE 357
CONCURRENT SYSTEM DEVELOPMENT
Fundamentals and techniques of developing concurrent object-oriented applications, using a patterns-based approach. Concepts covered include threads, synchronization and object locking, thread blocking and deadlock, safety and liveness, state-dependent action and concurrency control. PREREQUISITE(S): SE 350.

SE 358
SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES
This course will focus on the unique aspects, tools, and techniques for developing software applications for limited and embedded devices, such as set-top boxes, micro-controllers and smart cards. Topics will include memory management for low-memory devices and efficient programming techniques for limited processors. Students will gain hands-on experiences in customizing and configuring embedded OS, handling various types of sensors and actuators such as barcode readers, RFID sensors, etc, and building software applications that meet the functional and non-functional requirements. PREREQUISITE(S): SE 350

SE 360
STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
Document and data interchange among different applications is an extremely important aspect of software application development. This course will focus on emerging technologies associated with the Extensible Markup Language (XML), such as the Document Object Model (DOM), the Simple API for XML (SAX), the XML Stylesheet Language (XSL) and Transformation Language (XSLT), and XML Schema. Applications of these technologies will be discussed in conjunction with tools and techniques for parsing, transforming, and manipulating documents. PREREQUISITE(S): SE 350.

SE 368
SOFTWARE MEASUREMENT AND PROJECT ESTIMATION
This course will discuss various software metrics and defect models. Productivity and effort estimation models as well as software cost estimation will also be discussed. PREREQUISITE(S): IT 223 and SE 330.

SE 370
SOFTWARE DEVELOPMENT PROCESSES
This course will study recent developments in software engineering processes that aim to improve software quality and estimation of development cost and schedule. It will focus on the Unified Software Development Process, along with discussion on other software development processes including eXtreme Programming (XP), Personal Software Process (PSP), Team Software Process (TSP), and Capability Maturity Model (CMM). PREREQUISITE(S): SE 330.

SE 375
DESIGN AND ARCHITECTURE OF SECURE SOFTWARE SYSTEMS
Design and construction of secure software systems, with an emphasis upon the security mechanisms available in modern programming languages and runtime environments. Topics include APIs for cryptographic techniques and key management; security mechanisms in modern runtime environments, e.g., code signing, code verification, access control, and security policies; design patterns for secure software systems. PREREQUISITE(S): SE 350.

SE 380
DESIGN OF OBJECT-ORIENTED LANGUAGES
This course covers issues in the design and specification of object-oriented programming languages. Sample topics include the use of patterns in program representation, static and dynamic semantics, subject reduction, sub-typing, inheritance, polymorphism, genericity and concurrency. PREREQUISITE(S): SE 350.

SE 385
SOFTWARE ARCHITECTURE
Software architecture is a critical aspect of complex software systems. A system's architectural design is concerned with describing its decomposition into computational elements and their interactions. Architectural design tasks involve system decomposition; global control structures; protocols for communication, synchronization, data access; physical distribution of components; performance tuning; defining evolution paths; and selecting design alternatives. Major issues addressed include: architectural description, formal underpinnings, design guidance, domain-specific architecture, tools and environments. PREREQUISITE(S): SE 350.

SE 391
SOFTWARE ENGINEERING STUDIO I
Students will work in small teams to develop realistic software systems in a master-apprentice environment. The instructor will serve as a master/mentor/project leader. Students will apply the knowledge and skills they have learned in previous course in solving real world problems. PREREQUISITE(S): SE 350.

SE 392
SOFTWARE ENGINEERING STUDIO II
This course is a continuation of SE 391. SE 391 and SE 392 must be taken as a sequence in consecutive quarters. PREREQUISITE(S): SE 391.

Sound Recording Technology
Sound Recording Technology

REC 201
RECORDING TECHNOLOGY I (PREREQ(S): REC 200, MUS 230, PHY 110, PHY 206, AND PHY 232 OR CONSENT)
(4 credits) Basic studies in electrical engineering with technological application in recording studio settings. Emphasis on acoustics, microphones, and microphone techniques. This is part of a two-year sequence of courses for sound recording technology majors. PREREQUISITE(S): REC 200, MUS 230, PHY 110, PHY 206, and PHY 232 or consent of the instructor.

REC 202
RECORDING TECHNOLOGY II (PREREQ: REC 201)
(4 credits) Open only to School of Music Students. Basic studies in electrical engineering with technological application in recording studio settings. Emphasis on analog recording and signal processing. This is part of a two-year sequence of courses for sound recording technology majors. PREREQUISITE(S): REC 201.

REC 203
RECORDING TECHNOLOGY III (PREREQ: REC 202)
(4 credits) Basic studies in electrical engineering with technological application in recording studio settings. Emphasis on consoles. This is part of a two-year sequence of courses for sound recording technology majors. PREREQUISITE(S): REC 202.

REC 210
PRINCIPLES OF AUDIO
Principles Of Audio

REC 215
SOUND RECORDING FOR MULTIMEDIA
Sound Recording for Multimedia is designed for students involved in multimedia who want to be able to make quality digital recordings. The course will cover the basics of sound, microphones, and analog to digital conversion and include lab assignments utilizing Digidesign Pro Tools. Students should have a working understanding of the Macintosh operating system; previous knowledge of audio or music is not required.

REC 216
PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO
(4 credits) The goal of this course is to transform students from casual listeners of recorded music into educated critical analysts. Students will study the history and development of recording technology and recording studios. Lab exercises will teach the basics of recording and signal processing using Digidesign Pro Tools software.

REC 300
CONTEMPORARY FILM SCORING
(4 credits) Undergraduate level course designed for Music, CTI, Communication, and Theater majors who want an understanding of film music and the mechanics of scoring to picture. It will cover the basics of spotting films, writing with a click track, and utilizing synthesizers and samplers to realize film music.

REC 301
RECORDING TECHNOLOGY IV (PREREQ: REC 203, COREQ: REC 304)
(4 credits) Basic studies in electrical engineering with technological application in recording studio settings. Emphasis on principles of digital recording, editing, and sampling. PREREQUISITE(S): REC 203. COREQUISITE(S): REC 304.

REC 302
RECORDING TECHNOLOGY V (PREREQ: REC 301, COREQ: REC 305)
(4 credits) Basic studies in electrical engineering with technological application in recording studio settings. Emphasis on solid state logic console and audio/video sound design. PREREQUISITE(S): REC 301. COREQUISITE(S): REC 305.

REC 303
RECORDING TECHNOLOGY VI (PREREQ: REC 302, COREQ: REC 306)
REC 304
SOUND PRACTICUM I (PREREQ(S): REC 200 AND 203. COREQ: REC 301)
(2 credits) Practical experience with technological applications in the recording studio. PREREQUISITE(S): REC 200 and REC 203. COREQUISITE(S): REC 301.

REC 305
SOUND PRACTICUM II (PREREQ: REC 304. COREQ: REC 302)
(2 credits) Practical experience with technological applications in the recording studio. PREREQUISITE(S): REC 304. COREQUISITE(S): REC 302.

REC 306
SOUND PRACTICUM III (PREREQ: REC 305. COREQ: REC 303)
(2 credits) Practical experience with technological applications in the recording studio. PREREQUISITE(S): REC 305. COREQUISITE(S): REC 303.

REC 398
INDEPENDENT STUDY
Independent Study

Spanish

Undergraduate Course Descriptions  
Spanish

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

SPN 101
BASIC SPANISH I
Listening to, speaking, reading and writing Spanish in a cultural context for the beginning student.

SPN 102
BASIC SPANISH II (COREQ(S): SPN 100)
Continued emphasis on the four skills in culturally authentic situations. Must be taken with Spanish 100. COREQUISITE(S): SPN 100

SPN 103
BASIC SPANISH III (COREQ(S): SPN 100)
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. COREQUISITE(S): SPN 100

SPN 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.

SPN 105
INTERMEDIATE SPANISH II
Continuing practice in spoken and written Spanish and further development of reading and listening abilities in an authentic cultural context.

SPN 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.

SPN 107
INTERMEDIATE SPANISH FOR BUSINESS I
Intermediate Spanish For Business I

SPN 114
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS I
The first quarter of a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language.

SPN 115
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS II
The second quarter of a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language.

SPN 116
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS III
The third quarter of a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language.

SPN 124
INTERMEDIATE SPANISH I: SERVICE LEARNING [JRYR]
Intensive practice in the use of Spanish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. Provides Experiential Learning credit through Community Based Service Learning: includes at least 25 hours of required work off-campus.

SPN 125
INTERMEDIATE SPANISH II: SERVICE LEARNING [JRYR]
Continuing practice in spoken and written Spanish and further development of reading and listening abilities in an authentic cultural context. Provides Experiential Learning credit through Community Based Service Learning: includes at least 25 hours of required work off-campus.

SPN 126
INTERMEDIATE SPANISH III: SERVICE LEARNING [JRYR]
Developing more fluency in speaking, understanding, reading and writing Spanish with a concomitant heightened awareness of the cultural dimensions of the Spanish language. Provides Experiential Learning credit through Community Based Service Learning: includes at least 25 hours of required work off-campus.

SPN 197
SPECIAL TOPICS IN SPANISH
See schedule for current offerings.

SPN 198
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisites(s): permission required.

SPN 199
INDEPENDENT STUDY [PREREQUISITE(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair and instructor required.

SPN 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.

SPN 202
ADVANCED COMPOSITION AND COMMUNICATION
Continued study of grammar, speech and writing with emphasis on the development of an effective prose style.
SPN 203
ADVANCED CONVERSATION I
Developing a more sophisticated spoken fluency; backup support provided through written texts and exercises.

SPN 204
ADVANCED CONVERSATION II
Refinement of advanced speaking skills.

SPN 205
ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE SPEAKERS I
For native speakers of Spanish to be taken in lieu of 201.

SPN 206
ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE SPEAKERS II
For native speakers of Spanish to be taken in lieu of 202.

SPN 207
ADVANCED CONVERSATION FOR THE HERITAGE SPEAKER
For native speakers of Spanish to be taken in lieu of 203 or 204.

SPN 220
INTRODUCTION TO LITERARY ANALYSIS IN SPANISH
Introduction to the vocabulary and methods of literary criticism. Study of various genress and periods.

SPN 221
INTRODUCTION TO PENINSULAR CIVILIZATION
Survey of cultural, social, intellectual, and political development of Spain.

SPN 242
INTRODUCTION TO SPANISH LINGUISTICS
Introduction to sounds, structure, history, and dialects of Spanish. Strongly recommended for students planning to take SPN 352 "Spanish Phonology and Phoentics."

SPN 251
SPANISH FOR THE MEDICAL PROFESSIONS
Development of communication skills for medical professionals, as well as insurance and social service workers. Reviews structures of Spanish grammar essential to oral practice and idioms commonly needed by healthcare providers.

SPN 297
SPECIAL TOPICS IN SPANISH
See schedule for current offerings.

SPN 298
FOREIGN STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission required.

SPN 299
INDEPENDENT STUDY [PREREQ(S): PERMISSION]
Variable credit. Prerequisite(s): permission of chair & instructor required.

SPN 301
INTRODUCTION TO SPANISH LITERATURE I: MIDDLE AGES THROUGH RENAISSANCE
Middle Ages through the Golden Age.

SPN 302
INTRODUCTION TO SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE PRESENT
The Enlightenment to the present.

SPN 303
LATIN AMERICAN LITERATURE & CULTURE I
From the discovery of America to Romanticism.
SPN 304
LATIN AMERICAN LITERATURE AND CULTURE II
From Modernism to the present.

SPN 305
LATIN AMERICAN NOVEL
Topics include: contemporary, testimonial novel.

SPN 306
HISPANIC LITERATURE OF THE CARIBBEAN
Topics include Cuban, Puerto Rican, Dominican, Afro-Caribbean.

SPN 307
PENINSULAR CIVILIZATION
Social, intellectual and artistic background of Spain.

SPN 308
MEDIEVAL SPANISH LITERATURE
El Cid, La Celestina, El Conde Lucanor, Libro de Buen Amor.

SPN 309
SPANISH BALLAD
Origins, kinds, readings and interpretations.

SPN 310
THE GOLDEN AGE
Topics include: Lyric poetry, theater.

SPN 311
CERVANTES
Don Quixote.

SPN 312
THE SPANISH NOVEL
Topics include: the picaresque novel; 19th-century novel; 20th-century novel.

SPN 313
THE GENERATION OF 1898
Azorin, Baroja, Ganivet, Machado, Unamuno, Valle-Inclan.

SPN 314
CONTEMPORARY HISPANIC LITERATURE
Topics include: the literature of Spain; Spanish-American literature.

SPN 315
MEXICAN LITERATURE
Representative texts from different periods and genres.

SPN 316
THE HISPANIC ESSAY OF THE 20TH CENTURY
Caso, Maranon, Paz, Reyes.

SPN 317
THE HISPANIC SHORT STORY
Topics include: short story in Spain; Latin American short story: Mexican, South American, Central American.

SPN 318
THE TWENTIETH CENTURY THEATER
Topics include: Peninsular drama, Latin American drama, Hispanic theater of the United States.

SPN 319
CONTEMPORARY POETRY
Topics include: the poetry of Spain, the Generation of 1927, Latin American poetry, Latino poetry.

SPN 320
ADVANCED COMMERCIAL SPANISH
Advanced preparation for the use of Spanish in the business world.

SPN 321
U.S. LATINO/A WRITERS
Topics include Chicano literature, Puerto Rican literature, the literature of exile.

SPN 322
HISPANIC WOMEN WRITERS
Topics include: Latina, Latin American, and Peninsular writers.

SPN 323
REVOLUTION IN LATIN AMERICAN LITERATURE
Topics include: The Mexican Revolution, the Cuban Revolution, Revolutions in Central America, and a Survey of Revolutionary Movements.

SPN 324
THE BIRTH OF THE NOVEL IN SPAIN
Theory and practice of prose fiction from the romances of chivalry to Cervantes.

SPN 325
TRANSLATION AND INTERPRETATION
Perspectives on Hispanic business through readings and translations. Court interpretation/instantaneous translation.

SPN 326
SPANISH STYLISTICS (PREREQ(S):RECOMMENDED SPN 201 & SPN 202 (OR SPN 205 AND 206)
An advanced writing 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. PREREQUISITE(S):Recommended prerequisites SPN 201 and SPN 202 (or SPN 205 and 206)

SPN 327
AREA STUDIES IN LATIN AMERICAN LITERATURE
Topics include: Central America, the Andean region, and the Southern Cone.

SPN 329
LATINO GAY AND LESBIAN LITERATURE
Representative texts of Latino and Hispanic gay and lesbian authors.

SPN 330
LATIN AMERICAN AND SPANISH CINEMA
Survey of film directors and their works in Spain and Latin America.

SPN 331
FILM AS A SUBVERSIVE ART
Decoding literature through films based on literary works by Garcia-Marquez, Fuentes, Lispector.

SPN 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.

SPN 351
SPANISH IN THE U.S.
An introduction to the varieties of Spanish spoken in the U.S. Includes code-switching, language maintenance and language policy.

SPN 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.

SPN 370
LATIN AMERICAN CIVILIZATION
Social, intellectual and artistic background of Latin America.

SPN 371
CULTURAL DIVERSITY AND LEGACIES THROUGH FILM
Topics from Spain and Latin America.

SPN 391
CULTURE, LITERACY AND LANGUAGE FOR HERITAGE SPEAKERS I
Study of current debates in language and literacy, for heritage speakers of Spanish planning careers in educational policy and practice in the Latino community. Includes approximately 15 hours of service at the Instituto Del Progreso Latino.

SPN 397
SPECIAL TOPICS IN SPANISH
See schedule for current offerings.

SPN 398
FOREIGN STUDY (PREREQ: PERMISSION)
Variable credit. PREREQUISITE(S):Permission required.

SPN 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
Variable credit. PREREQUISITE(S):Permission of chair and instructor required.
Teaching and Learning

T&L 96
CLINICAL EXPERIENCE WITH INFANTS AND TODDLERS
Clinical Experience With Infants And Toddlers

T&L 97
CLINICAL EXPERIENCE WITH YOUNG CHILDREN AND FAMILIES
Clinical Experience With Young Children And Families

Telecommunications

TDC 311
COMPUTERS IN TELECOMMUNICATIONS SYSTEMS
An introduction to computer organizations and operating systems. Computer components and functions, logic circuits, internal processing, multiprogramming, timesharing, memory management, file management, interrupts and I/O peripheral devices. PREREQUISITE(S): CSC211 or CSC261.

TDC 361
BASIC COMMUNICATION SYSTEMS
Introduction to voice networks; data communications fundamentals; local area networks, Internet and information highway technologies. PREREQUISITE(S): NONE.

TDC 362
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(S): (TDC 311 or CSC373) and (IT 263 or TDC361)

TDC 363
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(S): IT 263 OR TDC 361.

TDC 364
VOICE COMMUNICATIONS TECHNOLOGIES
A detailed study of transmission, signaling and switching systems for facilities-based public and private voice networks. Voice digitization and transmission over circuit-switched and packet-switched infrastructures. Computer telephony integration techniques. Quality of service issues in integrated voice-over-data systems. Course may include laboratory work with PBX lab. PREREQUISITE(S): NONE.
TDC 365
NETWORK INTERCONNECTION TECHNOLOGIES
A comprehensive study of network interconnection technologies including layer 2 bridges and switches, layer 3 routers and higher-layer gateways. The TCP and IP protocols will be studied in detail, including IP address management and router operations and management along with associated Internet protocols. RIP and OSPF protocols will be considered. Course includes laboratory work with protocol analyzers and router administration. PREREQUISITE(S): IT 263 or TDC 361.

TDC 368
NETWORK PROGRAMMING
Programming distributed client/server applications; the sockets interface and multitasking issues; client/server models; remote procedure call; examples of applications such as electronic mail and file transfer. PREREQUISITE(S): CSC261 or CSC309.

TDC 369
NETWORK PERFORMANCE ANALYSIS AND DESIGN
Quantitative foundations of network performance analysis. Probability theory and queueing theory will be developed and applied to problems in LAN performance, traffic engineering, and the analysis of throughput and response time measures for data communications networks. Performance tradeoffs in network design. PREREQUISITE(S): IT223 and MAT151 and TDC365.

TDC 371
WIRELESS COMMUNICATIONS NETWORKS

TDC 372
DIGITAL ACCESS SERVICES
A survey of access line technologies used to access Internet and other business network services. Topics will include traditional DS1, DS3 and SONET transport as well as Integrated Services Digital Network (ISDN), Digital Subscriber Line (DSL), Cable Modems, satellite services, Asynchronous Transfer Mode (ATM), and wireless data access methods. PREREQUISITE(S): IT263 or TDC361.

TDC 375
NETWORK PROTOCOLS

TDC 376
NETWORK PROJECT
Case study in developing a large network project. Students will work in groups to analyze and design a major network system. PREREQUISITE(S): TDC 365.

TDC 377
FUNDAMENTALS OF NETWORK SECURITY
Fundamentals of Network security design and implementation. Review of components used in an enterprise security infrastructure including routers, firewalls, security auditing and assessment tools, Virtual Private Networks (VPN) and Intrusion Detection Systems (IDS). The integration of the different components will be studied in detail, including IP addressing, Network Address Translation (NAT), design of firewall rule sets and performance considerations. Course includes laboratory work with routers, firewalls, Virtual Private Networks and security assessment tools. Pre-req: TDC 365.

TDC 379
TELECOMMUNICATION AND NETWORK SECURITY PRACTICUM
Design and implementation of telecommunication and network security infrastructure. This laboratory-based class includes the setup of realistic network infrastructure environment using bridges, routers, layer 2/3 switches and servers. Advanced routing infrastructure implementation using OSPF, RIPv2, EIGRP, BGP, multi-homed BGP setups and IGP/EGP redistribution. Network infrastructure hardening using routers and switches. PREREQUISITE(S): TDC 365 or Instructor consent. Good knowledge of TCP/IP is required.
TDC 390
TOPICS IN NETWORK TECHNOLOGY
May be repeated for credit. (PREREQUISITE(S): Completion of TDC 363 and TDC 365 or consent of the instructor).

TDC 399
INDEPENDENT STUDY
Independent study for variable credit. PREREQUISITE(S): Requires approval of faculty advisor and consent of the Dean.

Theatre Arts

THR 100
WORLD OF THE THEATRE (ARTS & LITERATURE) (PREREQ: MAY BE TAKEN BY NON-THEATRE SCHOOL STUDENTS).
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. PREREQUISITE(S): (Arts and Literature) (May be taken by Non-Theatre School students).

THR 104
HISTORY OF DRAMATIC LITERATURE (PREREQ: MAY BE TAKEN BY NON-THEATRE SCHOOL STUDENTS W/ PERMISSION)
History of Dramatic Literature (4 quarter hours). A study of the development of play scripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasized theatre's changing role in society. PREREQUISITE(S): May be taken by Non-Theatre School students with permission of instructor.

THR 106
HISTORY OF DRAMATIC LITERATURE: CLASSICAL GREECE AND ROME
(4 credit hours) Survey of significant playwrights and their plays, dramatic structure and methods to provide an historical context for the development of the literature of the theatre.

THR 107
THEATRE CREW
(2 credit hours) Participation on technical crews in departmental productions. Courses may be repeated for credit.

THR 108
THEATRE CREW
(2 credit hours) Participation on technical crews in departmental productions. Courses may be repeated for credit.

THR 109
THEATRE CREW
(2 credit hours) Participation on technical crews in departmental productions. Courses may be repeated for credit.

THR 111
ACTING I
(4 credit hours) First course in a 3 course sequence. An exploration of basic principles and techniques of acting through non-verbal exercises. Year one emphasizes an introduction to Stanislavsky's method and
focuses on play and character analysis. Scene work will focus on contemporary American playwrights.

THR 112
ACTING I
(4 credit hours) Second course in a 3 course sequence. An exploration of basic principles and techniques of acting through non-verbal exercises. Year one emphasizes an introduction to Stanislavsky's method and focuses on play and character analysis. Scene work will focus on contemporary American playwrights.

THR 113
ACTING I (PREREQUISITE: THR 112)
(4 credit hours) Third course in a 3 course sequence. An exploration of basic principles and techniques of acting through non-verbal exercises. Year one emphasizes an introduction to Stanislavsky's method and focuses on play and character analysis. Scene work will focus on contemporary American playwrights. (PREREQUISITE: THR 112)

THR 121
MOVEMENT I
(2 credit hours) First course in a 3 course sequence. To develop acute awareness of the body which allows the actor freedom to choose responses without inner conflict or inhibition through physical conditioning/awareness and non-verbal communication. To revive, sharpen and free the actor's imagination. Continuing diagnostic evaluation.

THR 122
MOVEMENT I
(2 credit hours) Second course in a 3 course sequence. To develop acute awareness of the body which allows the actor freedom to choose responses without inner conflict or inhibition through physical conditioning/awareness and non-verbal communication. To revive, sharpen and free the actor's imagination. Continuing diagnostic evaluation.

THR 123
MOVEMENT I (PREREQUISITE: THR 122)
(2 credit hours) Third course in a 3 course sequence. To develop acute awareness of the body which allows the actor freedom to choose responses without inner conflict or inhibition through physical conditioning/awareness and non-verbal communication. To revive, sharpen and free the actor's imagination. Continuing diagnostic evaluation. (PREREQUISITE: THR 122)

THR 131
VOICE I
(2 credit hours) First course in a 3 course sequence. The focus of the work is on relaxation, breathing, resonance, range, and articulation including an introduction to the International Phonetic Alphabet. Continuing diagnostic evaluation.

THR 132
VOICE I
(2 credit hours) Second course in a 3 course sequence. The focus of the work is on relaxation, breathing, resonance, range, and articulation including an introduction to the International Phonetic Alphabet. Continuing diagnostic evaluation.

THR 133
VOICE I (PREREQUISITE: THR 132)
(2 credit hours) Third course in a 3 course sequence. The focus of the work is on relaxation, breathing, resonance, range, and articulation including an introduction to the International Phonetic Alphabet. Continuing diagnostic evaluation. (PREREQUISITE: THR 132)

THR 200
DRAMA ON STAGE (ARTS & LITERATURE)(PREREQ: MAY BE TAKEN BY NON-THEATRE SCHOOL STUDENTS)
Drama on Stage (4 quarter hours). 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(S): (Arts and Literature) (May be taken by Non-Theatre School students).

THR 204
HISTORY OF DRAMATIC LITERATURE II (THR 106)
HISTORY OF DRAMATIC LITERATURE II (THR 106)  
(4 credit hours) First course in a 3 course sequence. Historical survey of the theatre from the 5th century B.C. Greeks through the present day. Selected plays from each period are used to acquaint the student with the theatrical world as well as the society from which they were written. PREREQUISITE(S): THR 106

THR 205  
HISTORY OF DRAMATIC LITERATURE II (PREREQ: THR 204)  
(4 credit hours) Second course in a 3 course sequence. Historical survey of the theatre from the 5th century B.C. Greeks through the present day. Selected plays from each period are used to acquaint the student with the theatrical world as well as the society from which they were written. PREREQUISITE(S): THR 204.

THR 206  
HISTORY OF DRAMATIC LITERATURE II (PREREQ: THR 205)  
(4 credit hours) Third course in a 3 course sequence. Historical survey of the theatre from the 5th century B.C. Greeks through the present day. Selected plays from each period are used to acquaint the student with the theatrical world as well as the society from which they were written. PREREQUISITE(S): THR 205.

THR 208  
SOUND DESIGN AND TECHNOLOGY  
(2 credit hours) First course in a 2 course sequence. Through demonstration discussion, lecture, and projects, students explore theatrical sound design and recording studio techniques.

THR 209  
SOUND DESIGN AND TECHNOLOGY  
(2 credit hours) Second course in a 2 course sequence. Through demonstration discussion, lecture, and projects, students explore theatrical sound design and recording studio techniques.

THR 210  
SOUND DESIGN AND TECHNOLOGY I  
Sound Design and Technology I (4 quarter hours). Through demonstration, discussion, lecture, and projects, students explore the fundamentals of theatrical sound design and basic recording studio techniques.

THR 211  
ACTING II (PREREQUISITE: THR 113)  
(4 credit hours) First course in a 3 course sequence. Exploration of additional practical methods for analyzing plays and characters. Emphasis will be placed on understanding character and relationship, working moment to moment in a scene, identifying conflict within the given circumstances, and playing intention. PREREQUISITE(S): THR 111, 112, 113

THR 212  
ACTING II (PREREQUISITE: THR 211)  
(4 credit hours) Second course in a 3 course sequence. Exploration of additional practical methods for analyzing plays and characters. Emphasis will be placed on understanding character and relationship, working moment to moment in a scene, identifying conflict within the given circumstances, and playing intention. PREREQUISITE(S): THR 211.

THR 213  
ACTING II (PREREQUISITE: THR 212)  
(4 credit hours) Third course in a 3 course sequence. Exploration of additional practical methods for analyzing plays and characters. Emphasis will be placed on understanding character and relationship, working moment to moment in a scene, identifying conflict within the given circumstances, and playing intention. PREREQUISITE(S): THR 212.

THR 214  
STAGE MAKE-UP  
(2 credit hours) Fundamentals and design principles of stage makeup. Emphasis on facial structure, age, and characterization. Practical application of techniques. Purchase of make-up supplies required for class.

THR 216  
MAKE-UP  
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.
VOICE II (PREREQUISITE: THR 133)  
(2 credit hours) First course in a 3 course sequence. Further exploration of methods to increase breath capacity and control and develop range and resonation. Intensive work on articulation will be coupled with an introduction to the approach and use of heightened language. PREREQUISITE(S): THR131, 132 & 133

THR 232
VOICE II (PREREQUISITE: THR 231)  
(2 credit hours) Second course in a 3 course sequence. Further exploration of methods to increase breath capacity and control and develop range and resonation. Intensive work on articulation will be coupled with an introduction to the approach and use of heightened language. PREREQUISITE(S): THR 231.

THR 233
VOICE II (PREREQUISITE: THR 232)  
(2 credit hours) First course in a 3 course sequence. Further exploration of methods to increase breath capacity and control and develop range and resonation. Intensive work on articulation will be coupled with an introduction to the approach and use of heightened language. PREREQUISITE(S): THR 232.

THR 240
LIGHTING TECHNOLOGY  
(4 credit hours) Skills in the hanging, cabling, plugging, focusing, and maintaining of lighting equipment. Mechanics of electricity, optics, instrumentation and control. Design and technical personnel. 4 lab hours weekly.

THR 241
SCENE DESIGN I (PREREQUISITE: THR 258)  
(2 credit hours) First course in a 2 course sequence. Process and responsibilities of the set designer, script analysis, creative and historical research, design concepts, composition, rendering techniques and model building. Class requires purchase of art supplies and text. PREREQUISITE(S): THR 258

THR 242
SCENE DESIGN I (PREREQUISITE: THR 241)  
(2 credit hours) Second course in a 2 course sequence. Process and responsibilities of the set designer, script analysis, creative and historical research, design concepts, composition, rendering techniques and model building. Class requires purchase of art supplies and text. PREREQUISITE(S): THR 241.

THR 243
SCENE DESIGN I (PREREQ: THR 241)  
An introduction to the methods of scenic design with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design. PREREQUISITE(S): THR 241

THR 244
COSTUME DESIGN I  
(2 credit hours) First course in a 2 course sequence. Introduction to the process of costume design taught in lecture and project format. Course covers text and character analysis, costume characterization, stage adaptation, historical costumes, source materials, and rendering techniques. Class requires purchase of art supplies and text. PREREQUISITE(S): THR 255

THR 245
COSTUME DESIGN I  
(2 credit hours) Second course in a 2 course sequence. Introduction to the process of costume design taught in lecture and project format. Course covers text and character analysis, costume characterization, stage adaptation, historical costumes, source materials, and rendering techniques. Class requires purchase of art supplies and text.

THR 247
LIGHTING DESIGN I  
(2 credit hours) First course in a 2 course sequence. Basic design principles for dance and theatre. Drafting and practical design projects. PREREQUISITE(S): THR 240

THR 248
LIGHTING DESIGN I
(2 credit hours) Second course in a 2 course sequence. Basic design principles for dance and theatre. Drafting and practical design projects.

THR 249
LIGHTING DESIGN I (PREREQ: THR 247)
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. PREREQUISITE(S): THR 247

THR 251
DRAFTING
(4 credit hours) Emphasis on learning to become proficient in reading drawing views and basic drafting conventions specific to theatre. Students execute a complete drawing package. Mechanical drawing techniques and projection theories, are practiced, including drawing board geometry, scale and dimensioning and orthographic principles.

THR 252
DRAFTING (PREREQUISITE: THR 251)
(4 credit hours) Development of graphic techniques using CAD software. PREREQUISITE(S): THR 251.

THR 253
SCENOGRAPHIC DRAFTING (PREREQ: THR 251)
Scenographic Drafting (3 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. PREREQUISITE(S): THR 251

THR 254
COSTUME TECHNOLOGY
(2 credit hours) First course in a 2 course sequence. Elementary costume construction skills, patterning, dyeing and costume crafts. Fundamentals of maintaining a costume shop. 4 lab hours required weekly.

THR 255
COSTUME TECHNOLOGY
(2 credit hours) Second course in a 2 course sequence. Elementary costume construction skills, patterning, dyeing and costume crafts. Fundamentals of maintaining a costume shop. 4 lab hours required weekly.

THR 257
SET CONSTRUCTION AND RIGGING
(2 credit hours) First course in a 2 course sequence. Basic methods of scenery construction, stage materials and hardware, stage equipment and rigging. 4 lab hours weekly.

THR 258
SET CONSTRUCTION AND RIGGING
(2 credit hours) Second course in a 2 course sequence. Basic methods of scenery construction, stage materials and hardware, stage equipment and rigging. 4 lab hours weekly.

THR 261
REHEARSAL AND PERFORMANCE
(2 credits hours) First course in a 3 course sequence. Under the guidance of a director, majors rehearse and perform a play.

THR 262
REHEARSAL AND PERFORMANCE
(2 credits hours) Second course in a 3 course sequence. Under the guidance of a director, majors rehearse and perform a play.

THR 263
REHEARSAL AND PERFORMANCE
(2 credits hours) Third course in a 3 course sequence. Under the guidance of a director, majors rehearse and perform a play.

THR 267
STAGE MANAGEMENT
(2 credit hours) First course in a 2 course sequence. Responsibilities and duties of a stage manager; organizational hierarchy of theatrical production, and the process involved in mounting and running a production.

THR 268
STAGE MANAGEMENT
(2 credit hours) Second course in a 2 course sequence. Responsibilities and duties of a stage manager; organizational hierarchy of theatrical production, and the process involved in mounting and running a production.

THR 271
PRODUCTION PRACTICE I
First course in a 3 course sequence. For all Design/Technical students, production assignments will be commensurate with experience.

THR 272
PRODUCTION PRACTICE I
(4 credit hours) Second course in a 3 course sequence. For all Design/Technical students, production assignments will be commensurate with experience.

THR 273
PRODUCTION PRACTICE I
(4 credit hours) Third course in a 3 course sequence. For all Design/Technical students, production assignments will be commensurate with experience.

THR 284
DRAWING I
(4 credit hours) First course in a 3 course sequence. Basic perspective drawing principles and beginning figure drawing skills for costume, scenic and lighting designers. The course will cover composition and proportions, highlights and shadow, and scale. Assignments stress rendering that will enable the students to articulate on paper or in model form his/her design concepts. Multiple art mediums covered. Purchase of art supplies required for class.

THR 285
DRAWING II (PREREQUISITE: THR 284)
(4 credit hours) Second course in a 3 course sequence. Basic perspective drawing principles and beginning figure drawing skills for costume, scenic and lighting designers. The course will cover composition and proportions, highlights and shadow, and scale. Assignments stress rendering that will enable the students to articulate on paper or in model form his/her design concepts. Multiple art mediums covered. Purchase of art supplies required for class. PREREQUISITE(S): THR 284.

THR 286
DRAWING III (PREREQUISITE: THR 285)
(4 credit hours) Third course in a 3 course sequence. Basic perspective drawing principles and beginning figure drawing skills for costume, scenic and lighting designers. The course will cover composition and proportions, highlights and shadow, and scale. Assignments stress rendering that will enable the students to articulate on paper or in model form his/her design concepts. Multiple art mediums covered. Purchase of art supplies required for class. PREREQUISITE(S): THR 285.

THR 290
PERFORMANCE WORKSHOP FOR NON-MAJORS (ARTS AND LITERATURE)
Performance Workshop (4 quarter hours) Students work on basic performance skills through individual and group exercises in acting, voice and speech and movement. PREREQUISITE(S): (Arts and Literature). (May be taken by Non-Theatre School students).

THR 311
ACTING III (PREREQUISITE: THR 213)
(4 credit hours) First course in a 3 course sequence. Intensive work in Shakespeare. In-depth examination of the audition process including monologues and cold readings. PREREQUISITE(S): THR 211, 212, 213

THR 312
ACTING III (PREREQUISITE: THR 311)
(4 credit hours) Second course in a 3 course sequence. Intensive work in Shakespeare. In-depth examination
of the audition process including monologues and cold readings. PREREQUISITE(S): THR 311.

THR 313
ACTING III (PREREQUISITE: THR 312)
(4 credit hours) Third course in a 3 course sequence. Intensive work in Shakespeare. In-depth examination of the audition process including monologues and cold readings. PREREQUISITE(S): THR 312.

THR 314
ACTING LABORATORY
Acting Laboratory (2 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.

THR 315
ACTING LABORATORY
Acting Laboratory (2 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.

THR 316
ACTING LABORATORY
Acting Laboratory (2 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.

THR 327
PLAYWRITING (PREREQUISITE: MAY BE TAKEN BY NON-THEATRE STUDENTS WITH PERMISSION)
(4 credit hours) Introduction to script writing for the stage. Emphasis on plot, character, and dialogue. Basic understanding of action and conflict. PREREQUISITE(S): THR 106 or permission.

THR 341
SCENE DESIGN II (PREREQUISITE: THR 242)
(4 credit hours) Advanced study in design, multiple set shows, special design issues. Students develop and execute independent paper projects. Emphasis on drafting, planning, organization, and mechanics. PREREQUISITE(S): THR 242

THR 344
COSTUME DESIGN II (PREREQUISITE: THR 245)
(4 credit hours) Advanced study in design elements, larger scale shows, and special design issues. Students develop and execute independent paper projects. PREREQUISITE(S): THR 245.

THR 347
LIGHTING DESIGN II (PREREQUISITE: THR 248)
(4 credit hours) Emphasis on artistic elements of lighting design. Projects include using light as sculptural tool and developing light design for various performance media. PREREQUISITE(S): THR 248.

THR 361
REHEARSAL AND PERFORMANCE II
(2-4 credit hours) Under the guidance of a director, majors rehearse and perform a play.

THR 362
REHEARSAL AND PERFORMANCE II
(2-4 credit hours) Under the guidance of a director, majors rehearse and perform a play.

THR 363
REHEARSAL AND PERFORMANCE II
(2-4 credit hours) Under the guidance of a director, majors rehearse and perform a play.

THR 371
PRODUCTION PRACTICE II
THR 372
PRODUCTION PRACTICE II
(4 credit hours) For all Design/Technical students, production assignments will be commensurate with experience.

THR 373
PRODUCTION PRACTICE II
(4 credit hours) For all Design/Technical students, production assignments will be commensurate with experience.

THR 374
DIRECTING
(4 credit hours) First course in a 3 course sequence. This course emphasizes the responsibility of the director and examines his/her job from the initial contact with the script, through the work with the actors and designers to the final performances. The course offers both theoretical and practical experience. PREREQUISITE(S): THR 213 or permission.

THR 375
DIRECTING
(4 credit hours) Second course in a 3 course sequence. This course emphasizes the responsibility of the director and examines his/her job from the initial contact with the script, through the work with the actors and designers to the final performances. The course offers both theoretical and practical experience. PREREQUISITE(S): THR 213 or permission.

THR 376
DIRECTING (PREREQUISITE(S): THR 213 and THR 375 or Permission)
(4 credit hours) Third course in a 3 course sequence. This course emphasizes the responsibility of the director and examines his/her job from the initial contact with the script, through the work with the actors and designers to the final performances. The course offers both theoretical and practical experience. PREREQUISITE(S): THR 213 and THR 375 or permission.

THR 399
INDEPENDENT STUDY
By arrangement. (Up to 4 credit hours) Separate proposal required.

THR 410
THEATRE ARTS CAPSTONE
(4 credit hours) This course will provide an individualized culminating project which prepares students for admittance into graduate school or the professional theatre.

THR 490
INTERNSHIP
By arrangement. (2 to 12 credit hour). Separate proposal required. The internship provides the student with an opportunity to learn by working with professionals in an area related to his or her area of study.
THE 100
WORLD OF THE THEATRE (ARTS & LITERATURE) (PREREQ: MAY BE TAKEN BY NON-THEATRE SCHOOL STUDENT)
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. PREREQUISITE(S): Can be taken by non-Theatre School students.

THE 104
HISTORY OF DRAMATIC LITERATURE
History of dramatic literature. First course in a 3 course sequence.

THE 105
HISTORY OF DRAMATIC LITERATURE
History of dramatic literature. History of dramatic literature. Second course in a 3 course sequence.

THE 106
HISTORY OF DRAMATIC LITERATURE: CLASSICAL GREECE AND ROME
History of dramatic literature. Third course in a 3 course sequence.

THE 141
DESIGN WORKSHOP
Design Workshop (4 quarter Hours) First course in a 3 course sequence. This course will introduce the Theatre Studies student to the art of theatre design through the examination of the principles of design and composition, the elements of theatre and theatrical design, and the nature of collaboration. Assignments will emphasize the development of creative skills and a common vocabulary to establish a framework for informed choices and an appreciation of theatre design and its various areas of specialization.

THE 142
DESIGN WORKSHOP
Design Workshop (4 quarter Hours) Second course in a 3 course sequence. This course will introduce the Theatre Studies student to the art of theatre design through the examination of the principles of design and composition, the elements of theatre and theatrical design, and the nature of collaboration. Assignments will emphasize the development of creative skills and a common vocabulary to establish a framework for informed choices and an appreciation of theatre design and its various areas of specialization. PREREQUISITE: THE 141.

THE 143
DESIGN WORKSHOP
Design Workshop (4 quarter Hours) Third course in a 3 course sequence. This course will introduce the Theatre Studies student to the art of theatre design through the examination of the principles of design and composition, the elements of theatre and theatrical design, and the nature of collaboration. Assignments will emphasize the development of creative skills and a common vocabulary to establish a framework for informed choices and an appreciation of theatre design and its various areas of specialization. PREREQUISITE: THE 142.

THE 200
DRAMA ON STAGE (ARTS AND LITERATURE) (PREREQ: MAY BE TAKEN BY NON-THEATRE SCHOOL STUDENTS)
Drama on Stage  (4 quarter hours) 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: Can be taken by non-Theatre School students

THE 201
THEATRE MANAGEMENT I: INTRODUCTION TO PERFORMING ARTS MANAGEMENT
Theatre Management I  (4 quarter hours) Through lecture, discussion and projects, the student learns about styles of arts administration and contemporary issues facing artists, the history of arts administration in America and opportunities for careers in the arts.

THE 202
THEATRE MANAGEMENT I: NON-PROFIT PERFORMING ARTS MANAGMNT, FINANCIAL MANAGMNT AND AUDIENCE DEVELOPMNT
Theatre Management I  (4 quarter hours) Through lecture, discussion and projects, the student learns about producing and presenting organizations and not-for-profit organizational structures, strategic planning,
financial management and audience development. Other topics include choosing a season and managing ticket sales. PREREQUISITE: THE 201.

THE 203
THEATRE MANAGEMENT I: NON-PROFIT PERFORMING ARTS MANAGEMENT, MARKETING THE ARTS
Theatre Management I (4 quarter hours) Through lecture, discussion and projects, the student learns about marketing and communication strategies used in the performing arts and market research techniques. The student will create marketing and public relations plans and materials. PREREQUISITES: THE 202

THE 204
HISTORY OF DRAMATIC LITERATURE (PREREQ: CAN BE TAKEN BY A NON-THEATRE STUDENT WITH PERMISSION)
History of Dramatic Literature. (4 quarter hours) First course in a 3 course sequence. A study of the development of playtexts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasized theatre's changing role in society. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor.

THE 205
HISTORY OF DRAMATIC LITERATURE (PREREQ: CAN BE TAKEN BY NON-THEATRE STUDENT WITH PERMISSION)
History of Dramatic Literature. (4 quarter hours) Second course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasized theatre's changing role in society. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor.

THE 206
HISTORY OF DRAMATIC LITERATURE (PREREQ: CAN BE TAKEN BY A NON-THEATRE STUDENT WITH PERMISSION)
History of Dramatic Literature. (4 quarter hours) Third course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasized theatre's changing role in society. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor.

THE 207
THEATRE MANAGEMENT I: NON-PROFIT PERFORMING ARTS MANAGEMENT, INSTITUTIONAL ADVANCEMENT AND COMMUNITY
Through lecture, discussion and projects, the student learns about the importance of forming partnerships and participating in community outreach and engagement, strategic planning and board development in the not-for-profit world. Central to the course are studies in fund raising, techniques for donor cultivation, planning and executing special events, proposal writing and securing contributed income and in-kind donations from individuals, foundations, corporations and government sources. PREREQUISITES: THE 202. This course may be taken concurrently with THE 203 or THE 301.

THE 210
SCRIPT ANALYSIS
Script Analysis (4 quarter hours) A study of classical text analysis. Using dramatic literature from naturalism to the avant garde, student will dissect structurally how the plays work.

THE 212
INTRODUCTION TO THEATRE STUDIES
This course is a general introduction to the aesthetics of the various forms and permutations of theatrical performance. It is a study of performance as an art, with particular emphasis upon its cultural and social influences in our society, and its relationship with the other arts and humanities. The course will emphasize the development of skills for articulate verbal and written response to performances.

THE 224
DRAMATIC THEORY: TRAGEDY (PREREQ: THE 206 & MAY BE TAKEN BY NON-THEATRE MAJORS)
An introduction to the major developments in dramatic theory from Aristotle to the present. Through reading essays on theory along with plays, the course will create a context for understanding how the ethical, aesthetic and social philosophies of dramatic theory inform theatrical production and literature. PREREQUISITE(S): THE 206.

THE 225
DRAMATIC THEORY: COMEDY (PREREQ: THE 206 & MAY BE TAKEN BY NON-THEATRE MAJORS)
An introduction to the major developments in dramatic theory from Aristotle to the present. Through reading essays on theory along with plays, the course will create a context for understanding how the ethical, aesthetic and social philosophies of dramatic theory inform theatrical production and literature.

THE 234
DRAMATURGY I (PREREQ: MAY BE TAKEN BY NON-THEATRE SCHOOL STUDENTS)
Dramaturgy I (4 quarter hours) The course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays. PREREQUISITE(S): Can be taken by non-Theatre School students.

THE 235
DRAMATURGY I (PREREQ: MAY BE TAKEN BY A NON-THEATRE SCHOOL STUDENTS)
Dramaturgy I (4 quarter hours) The course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays. PREREQUISITE(S): Can be taken by non-Theatre School students.

THE 236
DRAMATURGY I (PREREQ: MAY BE TAKEN BY NON-THEATRE SCHOOL STUDENTS)
Dramaturgy I (4 quarter hours) The course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays. PREREQUISITE(S): Can be taken by non-Theatre School students.

THE 242
STAGE DIRECTION FOR NON-MAJORS (ARTS & LITERATURE)
This course is designed to introduce students to the director's craft. The focus is on the director's relationship to text through the analysis of playscripts and the use of that analysis to plan an interpretation of a play. Analysis will come from a variety of perspectives--personal, psychological, social, and historical. In addition to preparing and presenting their projects, students will attend performances and write papers in response. The class combines lecture, discussion, group exercises, and in-class activities.

THE 244
DRAMATIC WRITING FOR NON-MAJORS (ARTS & LITERATURE)
This course is designed as an introduction to the process of playwriting. The emphasis on the exploration of a range of techniques and tools available to the playwright. Through the completion and discussion of a series of writing exercises, the class will examine the various elements of playwriting. Particular attention will be paid to the connections between form and meaning. Work for the course will include weekly exercises, written responses to plays in production, and the presentation of projects. Instructional methods will include lecture, discussion, group exercises, and in-class activities. The final project of the class will be the completion of a draft of a 10-minute play.

THE 246
STAGE DESIGN FOR NON-MAJORS (ARTS & LITERATURE)
The course introduces the essential principles of designing for the stage. The art of stage design is explored through the analysis and interpretation of dramatic literature. Students will engage in script analysis, creative research, critical writing, model building and rendering to present visual and written work that represents their personal reflection on the plays examined in the class. (4 quarter hours)

THE 267
PROFESSIONAL THEATRE METHODOLOGY
Professional Theatre Methodology (4 quarter hours) This course examines organizational structures and practices in contemporary theatre from the perspectives of technical, management, and artistic departments.

THE 268
STAGE MANAGEMENT WORKSHOP
Stage Management Workshop (4 quarter Hours) First course in a 2 course sequence. A survey of the stage manager's role in pre-production, rehearsal, tech and performance. The course will explore the techniques and responsibilities of the stage manager in a variety of theatrical venues.

THE 269
STAGE MANAGEMENT WORKSHOP
Stage Management Workshop (4 quarter Hours)  Second course in a 2 course sequence. A survey of the stage manager's role in pre-production, rehearsal, tech and performance. The course will explore the techniques and responsibilities of the stage manager in a variety of theatrical venues. PREREQUISITES: THE 268

THE 271
THEATRE STUDIES PRODUCTION PRACTICE I
Theatre Studies Production Practice I (4 quarter hours) First course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

THE 272
THEATRE STUDIES PRODUCTION PRACTICE I
Theatre Studies Production Practice I (4 quarter hours) Second course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing. PREREQUISITE: THE 271.

THE 273
THEATRE STUDIES PRODUCTION PRACTICE I
Theatre Studies Production Practice I (4 quarter hours) Third course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing. PREREQUISITE: THE 272.

THE 291
PERFORMANCE WORKSHOP
Performance Workshop (4 quarter hours) First course in a 3 course sequence. Students work on basic performance skills through individual and group exercises in acting, voice and speech, and movement. The work culminates in inclass performances of selected scenes from a variety of American contemporary plays.

THE 292
PERFORMANCE WORKSHOP
Performance Workshop (4 quarter hours) Second course in a 3 course sequence. Students work on basic performance skills through individual and group exercises in acting, voice and speech, and movement. The work culminates in inclass performances of selected scenes from a variety of American contemporary plays. PREREQUISITE: THE 291.

THE 293
PERFORMANCE WORKSHOP
Performance Workshop (4 quarter hours) Third course in a 3 course sequence. Students work on basic performance skills through individual and group exercises in acting, voice and speech, and movement. The work culminates in inclass performances of selected scenes from a variety of American contemporary plays. PREREQUISITE: THE 292.

THE 301
THEATRE MANAGEMENT II: INTRODUCTION TO COMMERCIAL THEATRE (PREREQ: THE 203)
(4 quarter hours) Through lecture, discussion and projects, the student learns about the current environment in the world of commercial theatre, the nature of the work of the producer/general manager, company manager, house manager and other staff. Studies include securing rights to theatrical properties, raising capital, contract negotiations and facilities and touring issues. PREREQUISITE (S): THE 203. THE 301 may be taken concurrently with THE 207.

THE 302
THEATRE MANAGEMENT II: HUMAN RESOURCES MANAGEMENT IN THE COMMERCIAL THEATRE (PREREQ: THE 301)
(4 quarter hours) Through lecture, discussion and projects, the student learns about human resource management, the history of theatrical unions in the United States, compliance with federal laws, collective bargaining and labor arbitration, as well as non-union human resource management in commercial theatre. PREREQUISITE: THE 301.

THE 303
THEATRE MANAGEMENT II: FINANCIAL MANAGEMENT IN THE COMMERCIAL THEATRE (PREREQ: THE 302)
(4 quarter hours) Through lecture, discussion and projects, the student learns about financial planning, budgeting and accounting, box office income, booking agreements, payroll processing, paying expenses and settlements in the commercial theatre. PREREQUISITE: THE 302.
THE 320
MOVEMENT WORKSHOP
Movement Workshop (4 quarter hours) By exploring a beginning approach to one or more methodologies intended to increase an actor's movement and use of self, this course provides a starting point for the analysis of the processes an actor uses to broaden, deepen, and clarify physical work on a character and as a member of an artistic ensemble.

THE 324
DRAMATIC THEORY
Dramatic Theory (4 quarter hours) This course explores the art and craft of reviewing and writing about theater and the other performing arts in a variety of different media, from newspapers to alternative weeklies to magazines. The course also aims at developing for the student a systematic understanding of the concepts and issues that have historically informed theatrical criticism, as well as those that inform the contemporary period. PREREQUISITE(S): THE 224.

THE 325
DRAMATIC CRITICISM (PREREQ: MAY BE TAKEN BY NON-THEATRE STUDENT WITH PERMISSION)
Dramatic Criticism (4 quarter hours) Through reading, lecture, discussion, and writing practicum, the course introduces foundational concepts in descriptive and evaluative criticism. Through the process of writing critical responses to theatre performances, the course addresses topics from criteria for script evaluation to expected outcomes of the theatrical experience. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor.

THE 326
DRAMATIC CRITICISM (PREREQ: MAY BE TAKEN BY NON-THEATRE STUDENT WITH PERMISSION)
Dramatic Criticism (4 quarter hours) Through reading, lecture, discussion, and writing practicum, the course introduces foundational concepts in descriptive and evaluative criticism. Through the process of writing critical responses to theatre performances, the course addresses topics from criteria for script evaluation to expected outcomes of the theatrical experience. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor.

THE 327
PLAYWRITING (PREREQ: MAY BE TAKEN BY NON-THEATRE STUDENTS WITH PERMISSION)
Playwriting (4 quarter hours) First course in a 3 course sequence. A practical course in which the student writes a series of exercises and short plays exploring the basic techniques of playwriting. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor

THE 328
PLAYWRITING (PREREQ: MAY BE TAKEN BY NON-THEATRE STUDENTS WITH PERMISSION)
Playwriting (4 quarter hours) Second course in a 3 course sequence. A practical course in which the student writes a series of exercises and short plays exploring the basic techniques of playwriting. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor

THE 329
PLAYWRITING (PREREQ: MAY BE TAKEN BY NON-THEATRE STUDENTS WITH PERMISSION)
Playwriting (4 quarter hours) Third course in a 3 course sequence. A practical course in which the student writes a series of exercises and short plays exploring the basic techniques of playwriting. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor

THE 330
MUSICAL THEATRE WORKSHOP
Musical Theatre Workshop (4 quarter hours) This course provides an introduction to musical theatre through performance (including solo and group singing and scene preparation) and historical and theoretical studies (including vocal technique, musical theatre history and literature, and music theory).

THE 334
DRAMATURGY II (PREREQ: THE 326)
Dramaturgy II (4 quarter hours) First course in a 3 course sequence. Building on the work of Dramaturgy I, the course continues to develop the skills necessary to work as a production dramaturg through a consideration of advanced, more complex, practical and theoretical issues. Dramaturgical service to actual productions is essential. PREREQUISITE (S): THE 326
THE 335
DRAMATURGY II (PREREQ: THE 334)
Dramaturgy II (4 quarter hours)  Second course in a 3 course sequence. Building on the work of Dramaturgy I, the course continues to develop the skills necessary to work as a production dramaturg through a consideration of advanced, more complex, practical and theoretical issues. Dramaturgical service to actual productions is essential. PREREQUISITE(S): THE 334.

THE 336
DRAMATURGY II (PREREQ: THE 336)
Dramaturgy II (4 quarter hours)  Third course in a 3 course sequence. Building on the work of Dramaturgy I, the course continues to develop the skills necessary to work as a production dramaturg through a consideration of advanced, more complex, practical and theoretical issues. Dramaturgical service to actual productions is essential. PREREQUISITE(S): THE 335.

THE 371
THEATRE STUDIES PRODUCTION PRACTICE II
Theatre Studies Production Practice II (4 quarter hours)  First course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

THE 372
THEATRE STUDIES PRODUCTION PRACTICE II
Theatre Studies Production Practice II (4 quarter hours)  Second course in a 3 course sequence. This course makes assignments based on the student's ability and experience. PREREQUISITE: THE 371.

THE 373
THEATRE STUDIES PRODUCTION PRACTICE II
Theatre Studies Production Practice II (4 quarter hours)  Third course in a 3 course sequence. This course makes assignments based on the student's ability and experience. PREREQUISITE: THE 372.

THE 381
SURVEY: ART, ARCHITECTURE, FASHION AND FURNITURE (PREREQ: NON THEATRE STUDENTS MUST GET PERMISSION)
Survey: Art, Architecture, Fashion & Furniture (4 quarter hours)  First course in a 3 course sequence. 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. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor.

THE 382
SURVEY: ART, ARCHITECTURE, FASHION AND FURNITURE (PREREQ: NON THEATRE STUDENTS MUST GET PERMISSION)
Survey: Art, Architecture, Fashion & Furniture (4 quarter hours)  Second course in a 3 course sequence. 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. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor.

THE 383
SURVEY: ART, ARCHITECTURE, FASHION AND FURNITURE (PREREQ: NON THEATRE STUDENTS MUST GET PERMISSION)
Survey: Art, Architecture, Fashion & Furniture (4 quarter hours)  Third course in a 3 course sequence. 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. PREREQUISITE(S): Can be taken by non-Theatre School students with permission of instructor.

THE 399
INDEPENDENT STUDY
Independent Study

THE 400
ETHICS IN THEATRE (PREREQ: MAY BE TAKEN BY NON-THEATRE MAJOR W/ PERMISSION OF INSTRUCTOR)
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.
PREREQUISITE(S): May be taken by non-Theatre students with permission of instructor.

THE 410
THEATRE STUDIES CAPSTONE
(4 quarter hours) Graduating students will explore the practical and philosophical issues of contemporary theatre. Topics will range from the preparation of resumes and portfolios for various positions to explorations of the role of the arts in society.

THE 424
SEMINAR: TOPICS IN THEATRE STUDIES
Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes. PREREQUISITE(S): THE 204, 205 and 206.

THE 425
SEMINAR: TOPICS IN THEATRE STUDIES
Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes. PREREQUISITE(S): THE 204, 205 and 206.

THE 426
SEMINAR: TOPICS IN THEATRE STUDIES
Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes. PREREQUISITE(S): THE 204, 205 and 206.

THE 427
PLAYWRIGHT’S SEMINAR (PREREQUISITE(S): THE 327, 328, 329 OR PERMISSION OF INSTRUCTOR)
(4 quarter hours) First course in a 3 course sequence. Advanced playwrights work on longer, more complicated projects. The production values of these scripts are explored by actors and playwrights in the New Play Workshop. PREREQUISITE(S): THE 327, 328, 329 or permission of instructor.

THE 428
PLAYWRIGHT’S SEMINAR (PREREQUISITE(S): THE 327, 328, 329 OR PERMISSION OF INSTRUCTOR)
(4 quarter hours) Second course in a 3 course sequence. Advanced playwrights work on longer, more complicated projects. The production values of these scripts are explored by actors and playwrights in the New Play Workshop. PREREQUISITE(S): THE 327, 328, 329 or permission of instructor.

THE 429
PLAYWRIGHT’S SEMINAR (PREREQUISITE(S): THE 327, 328, 329 OR PERMISSION OF INSTRUCTOR)
(4 quarter hours) Third course in a 3 course sequence. Advanced playwrights work on longer, more complicated projects. The production values of these scripts are explored by actors and playwrights in the New Play Workshop. PREREQUISITE(S): THE 327, 328, 329 or permission of instructor.

THE 434
SEMINAR: TOPICS INDRAMATIC LITERATURE
(4 quarter hours) Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes. Prerequisite: THE 204, 205 and 206 or permission of the instructor.

THE 435
SEMINAR: TOPICS INDRAMATIC LITERATURE
(4 quarter hours) Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes. Prerequisite: THE 204, 205 and 206 or permission of the instructor.

THE 436
SEMINAR: TOPICS INDRAMATIC LITERATURE
(4 quarter hours) Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes. Prerequisite: THE 204, 205 and 206 or permission of the instructor.
Theatre Technology

**Theatre Technology**

**TEC 104**  
**INTRODUCTION TO THEATRE TECHNOLOGY**  
(3 quarter hours) This course introduces students to technical systems and standard technical theatre practices. The course emphasizes proper industry-accepted nomenclature of systems, tools, materials, and integrated infrastructure and introduces the steps involved in larger processes. In addition, a specific focus of the course is the establishing of collaborative team work between peers.

**TEC 107**  
**THEATRE CREW**  
Theatre Crew (2 quarter hours) All 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, New Directors, and Workshop Series.

**TEC 108**  
**THEATRE CREW**  
Theatre Crew (2 quarter hours) All 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, New Directors, and Workshop Series.
TEC 109
THEATRE CREW
Theatre Crew (2 quarter hours) All 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, New Directors, and Workshop Series.

TEC 111
DRAWING FOR DESIGNERS I
The first in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School. Two credit hours. Open to Theatre students only.

TEC 112
DRAWING FOR DESIGNERS II
The second in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School. Two credit hours. Open to Theatre students only. PREREQ: TEC 111.

TEC 113
DRAWING FOR DESIGNERS III
The third in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School. Two credit hours. Open to Theatre students only. PREREQ: TEC 112.

TEC 151
TECHNICAL DRAWING I
Technical Drawing I (2 quarter hours) First course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles.

TEC 152
TECHNICAL DRAWING I
Technical Drawing I (2 quarter hours) Second course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles. PREREQUISITE: TEC 151.

TEC 153
TECHNICAL DRAWING I
Technical Drawing I (2 quarter hours) Third course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles. PREREQUISITE: TEC 152.

TEC 251
TECHNICAL DRAWING II
Technical Drawing II (3 quarter Hours) First course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I.

TEC 252
TECHNICAL DRAWING II
Technical Drawing II (3 quarter Hours) Second course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I. PREREQUISITE: TEC 251.

TEC 253
TECHNICAL DRAWING II
Technical Drawing II (3 quarter Hours) Third course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I. PREREQUISITE: TEC 252.

TEC 254
COSTUME TECHNOLOGY I
Costume Technology I (2 quarter hours) First course in a 3 course sequence. Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.

TEC 255
COSTUME TECHNOLOGY I
Costume Technology I (2 quarter hours)  Second course in a 3 course sequence.  Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.  PREREQUISITE: TEC 254.

TEC 256
COSTUME TECHNOLOGY I
Costume Technology I (2 quarter hours)  Third course in a 3 course sequence.  Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.  PREREQUISITE: TEC 255.

TEC 257
CONSTRUCTION AND RIGGING I
Construction & Rigging I (3 quarter hours)  First course in a 3 course sequence.  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.

TEC 258
CONSTRUCTION AND RIGGING I
Construction & Rigging I (3 quarter hours)  Second course in a 3 course sequence.  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.  PREREQUISITE: TEC 257.

TEC 259
CONSTRUCTION AND RIGGING I
Construction & Rigging I (3 quarter hours)  Third course in a 3 course sequence.  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.  PREREQUISITE: TEC 258.

TEC 267
STAGE MANAGEMENT I
Stage Management I (2 quarter hours)  First course in a 3 course sequence.  This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

TEC 268
STAGE MANAGEMENT I
Stage Management I (2 quarter hours)  Second course in a 3 course sequence.  This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.  PREREQUISITE: TEC 267.

TEC 269
STAGE MANAGEMENT I
Stage Management I (2 quarter hours)  Third course in a 3 course sequence.  This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.  PREREQUISITE: TEC 268.

TEC 271
TECHNICAL PRODUCTION PRACTICE I
Technical Production Practice I (4 quarter hours)  First course in a 3 course sequence.  For all technical students, this course makes production assignments based on the student's ability and experience.

TEC 272
TECHNICAL PRODUCTION PRACTICE I
Technical Production Practice I (4 quarter hours)  Second course in a 3 course sequence.  For all technical students, this course makes production assignments based on the student's ability and experience.
PREREQUISITE: TEC 271.

TEC 273
TECHNICAL PRODUCTION PRACTICE I
Technical Production Practice I (4 quarter hours) Third course in a 3 course sequence. For all technical students, this course makes production assignments based on the student's ability and experience.
PREREQUISITE: TEC 272.

TEC 354
COSTUME TECHNOLOGY II (PREREQ: TEC 256)
Costume Technology II (4 quarter hours) First course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students' knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships. PREREQUISITE (S): TEC 256.

TEC 355
COSTUME TECHNOLOGY II (PREREQ: TEC 354)
Costume Technology II (4 quarter hours) Second course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students' knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships. PREREQUISITE(S): TEC 354.

TEC 356
COSTUME TECHNOLOGY II (PREREQ: TEC 355)
Costume Technology II (4 quarter hours) Third course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students' knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships. PREREQUISITE(S): TEC 355.

TEC 357
CONSTRUCTION AND RIGGING II (PREREQ: TEC 259)
Construction & Rigging II (3 quarter hours) First course in a 3 course sequence. 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. PREREQUISITE (S): TEC 259.

TEC 358
CONSTRUCTION AND RIGGING II (PREREQ: TEC 357)
Construction & Rigging II (3 quarter hours) Second course in a 3 course sequence. 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. PREREQUISITE(S): TEC 357.

TEC 359
CONSTRUCTION AND RIGGING II (PREREQ: TEC 358)
Construction & Rigging II (3 quarter hours) Third course in a 3 course sequence. 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. PREREQUISITE(S): TEC 358.

TEC 367
STAGE MANAGEMENT II
Stage Management II (3 to 4 quarter hours) First course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion
of practical problems encountered in the students' productions. PREREQUISITE(S):

TEC 368
STAGE MANAGEMENT II (PREREQ: TEC 367)
Stage Management II (3 to 4 quarter hours)  Second course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions. PREREQUISITE(S): TEC 367.

TEC 369
STAGE MANAGEMENT II (PREREQ: TEC 368)
Stage Management II (3 to 4 quarter hours)  Third course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions. PREREQUISITE(S): TEC 368.

TEC 371
TECHNICAL PRODUCTION PRACTICE II
Production Practice II (4 quarter hours)  First course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

TEC 372
TECHNICAL PRODUCTION PRACTICE II
Production Practice II (4 quarter hours)  Second course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience. PREREQUISITE: TEC 371.

TEC 373
TECHNICAL PRODUCTION PRACTICE II
Production Practice II (4 quarter hours)  Third course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience. PREREQUISITE: TEC 372.

TEC 399
INDEPENDENT STUDY: TECHNICAL
Independent Study: Technical

TEC 454
COSTUME TECHNOLOGY III
Costume Technology III (4 quarter hours). First course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming. PREREQUISITE(S): TEC 356 or permission of instructor.

TEC 455
COSTUME TECHNOLOGY III
Costume Technology III (4 quarter hours). Second course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming. PREREQUISITE(S): TEC 454 or permission of instructor.

TEC 456
COSTUME TECHNOLOGY III
Costume Technology III (4 quarter hours). Third course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming. PREREQUISITE(S): TEC 455 or permission of instructor.
TEC 457  
**PRODUCTION MANAGEMENT SEMINAR**  
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.

TEC 458  
**PRODUCTION MANAGEMENT SEMINAR**  
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.

TEC 459  
**PRODUCTION MANAGEMENT SEMINAR**  
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.

TEC 460  
**THEATRE MANAGEMENT**

TEC 467  
**STAGE MANAGEMENT III**  
Stage Management III (4 quarter hours) A continuation of 369 - this course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions. With the addition of a lab session. PREREQUISITE(S): TEC 369.

TEC 468  
**STAGE MANAGEMENT III**  
Stage Management III (4 quarter hours) A continuation of 467 with the addition of a lab session. PREREQUISITE(S): TEC 467.

TEC 469  
**STAGE MANAGEMENT III**  
Stage Management III (4 quarter hours) A continuation of 467 with the addition of a lab session. PREREQUISITE(S): TEC 468.

TEC 471  
**TECHNICAL PRODUCTION PRACTICE III**  
Production Practice III (5 quarter hours) First course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

TEC 472  
**TECHNICAL PRODUCTION PRACTICE III**  
Production Practice III (5 quarter hours) Second course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience. PREREQUISITE: TEC 471.

TEC 473  
**TECHNICAL PRODUCTION PRACTICE III**  
Production Practice III (5 quarter hours) Third course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience. PREREQUISITE: TEC 472.

TEC 490  
**INTERNSHIP**  
Internship (5 quarter hours) The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his or her area of study at The Theatre School.
WMS 100
WOMEN’S LIVES: RACE/CLASS/GENDER
This course will introduce students to Women’s Studies by exploring a range of issues that contemporary women face through experiences stratified by race, class, gender, sexuality, and disability. Topics will include women’s identities; body image and the media; women’s sexuality; intimate relationships and families; women, violence and criminalization; women’s work, wage discrimination, and welfare reform; women’s health issues, such as reproductive rights, and medical research. Participants will have opportunities to examine ways that this stratification interacts in varied eras, cultures, and sub-cultures to shape women’s lives. Students will engage in an activist focus as they are introduced to the layers of oppression that affect many women’s lives, from the personal to the global. As they analyze social, cultural, and political issues through “gendered lenses”, participants may expand a view of their personal lives to include a framework that encourages resilient responses to such oppression.

WMS 200
WOMEN’S STUDIES IN TRANSNATIONAL CONTEXTS (SELF, SOCIETY & MODERN WORLD)
This course is a transnational approach to women's studies, examining how goods, money, and media images of women cross national in new ways. A further focus is on how this transformation of national boundaries depends not only upon political changes but also upon economic and cultural shifts. This transnational perspective pays attention to the inequalities and differences intersecting race, class, and gender that arise from new forms of globalization as well as from older histories of colonialism and racism. The course is designed to give the student an in-depth look at a world of connections that do not necessarily create similarities in how women variously experience that world. It introduces students to research by and about women that reflects transnationality in all if its possibilities and challenges.

WMS 210
VALUES AND GENDER (SELF, SOCIETY AND THE MODERN WORLD)
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.

WMS 212
GROWING UP FEMALE IN AMERICA
This course examines what it means to grow up female in the contemporary U.S. It explores the ways in which girls develop and are socialized through childhood and adolescence, focusing on how families, schools, peers, and the larger culture influence young women's lives and the ways in which race, ethnicity, class and sexual orientation affect their growth and learning and how these interactions might affect the behaviors and choices of young women as they mature.

WMS 215
GENDER AND EDUCATION
This course examines gender as a social contract and its meanings within the context of educational institutions, its implications for teaching and learning, and organizational practices that may oppress and/or empower groups or individuals. Emphasis is given to social forces within the larger society that affect education and schooling; sex-stereotyping and gender bias; teacher behaviors; attitudes, practices, and expectations; student motivation and achievement; principles of non-sexist education; gender bias in settings outside of schools; current issues in the media and popular culture; and the ways by which gender bias and sexism interact with other forms of prejudice, inequality, and oppression.

WMS 219
GENDER AND PERFORMANCE
This course uses performance as a critical method for exploring how gender is socially constructed and
enacted in everyday life as a means for learning what it means to be “feminine/masculine” or “other.” Performances onstage, as well as everyday communicative behaviors, will be explored through performance workshops and discussions.

WMS 230
WOMEN’S HEALTH (SI: LAB) (CROSS-LISTED AS NSG 230)
This course explores theoretical and applied information concerning women's health, with an emphasis on a wellness perspective. (Cross-listed as Nursing 230)

WMS 240
WOMEN, TECHNOLOGY AND THE SCIENCES
Women, Technology And The Sciences

WMS 250
FEMINIST FRAMEWORKS
This course introduces feminist theories and methodologies with an emphasis on how theoretical frameworks shape specific research, policies, and praxis. The course will provide an introductory exploration of feminist frameworks in relationship to specific issues and questions within women's studies, with some attention to the resulting research/analytic methods. The class will delineate, analyze and compare the underlying assumptions and frameworks of a variety of feminist theories (i.e. historical materialist, liberal, radical, standpoint and identity-based, critical race, postcolonial, and transnational theoretical frameworks) in relation to a set of issues and questions (e.g. violence against women, sex discrimination, reproductive rights). The class will explore the relationship between these frameworks and knowledge production, public policy, and social change efforts within transnational contexts. Thus, the students will be able to discern how theories frame research questions and methods, as well as how they frame policy issues and action proposals; and students will be able to analyze the theoretical frameworks comparatively.

WMS 255
DECONSTRUCTING THE DIVA
This course studies the figure of the diva as a powerful cultural text, central to both understanding historical conceptions of socially normative femininity and to uncovering and examining our own present-day conceptions of what it means to be feminine, to be a woman. Through fiction, drama, biography, autobiography, film, audio recordings, gender and performance theory, the course explores representations of the diva in literature, art, and popular and high culture.

WMS 258
EDUCATION AND SOCIAL JUSTICE: GENDER (CROSS-LISTED AS LSE 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. (Cross-listed as LSE 258)

WMS 270
WOMEN IN CARIBBEAN SOCIETIES
This is a survey course which focuses on the diverse social, cultural and political realities of women in the Caribbean region across and within historical periods marked by colonialism, slavery and indentureship; anti-colonial, nationalist and labor movements; economic globalization and the emergence of the postcolony. Drawing on primary documents, images, feminist postcolonial writings, the course investigates how women of indigenous, Africa, Chinese, Indian and multiracial (or “mixed”) descent have been positioned within various societies, and in relationship to each other. Topics covered include visual representations of women, gender and sexuality; forms of resistance and political engagement; motherhood, reproduction and the State; women in various religious traditions; work and economic status; social class, color and femininities; popular culture.

WMS 275
BLACK FEMINIST THEORIES IN A U.S. CONTEXT
This course introduces students to the major figures, statements, and movements that shape Black feminist thinking, writing and activism in the United States. Issues examined may include social and economic equity, beauty and voice, activism and social change; and the exploration of identity and subjectivity through the lens
of intersectionality, including race, gender, sexual orientation, class, citizenship, and immigrant status. Throughout we will consider Black feminist thought’s situatedness in larger frameworks of Western feminist thought and its linkages with international feminist discourses.

WMS 290
SPECIAL TOPICS
See course schedule for current offerings.

WMS 300
FEMINIST THEORIES [PREREQ(S): WMS 250 OR PERMISSION OF INSTRUCTOR]
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(S): WMS 250 or permission of instructor.

WMS 303
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.

WMS 305
WOMEN AND KNOWLEDGE (CROSS-LISTED AS WMS 405, MLS 468, PHL 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. (Cross-listed as WMS 405, MLS 468 and PHL 661)

WMS 306
GENDER AND FAMILIES
Gender and Families is an upper-level undergraduate course that considers issues raised by the diverse roles that women, men, and children play in families. It focuses particular attention on the social construction of gender in families, and examines families in their social, economic, and political contexts. Topics covered include adult intimate relationships, the social construction of motherhood and fatherhood, and shifting gender relations of power in families, family stress and adaptation, and the impact of social policies on families' lives.

WMS 307
WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL
This course explores how Middle Eastern Women have been represented in the media outside of the Middle East, by Arab women scholars, and "Third World" feminists and challenges these representations by focusing on issues such as veiling, the everyday lives of Middle Eastern Women, political activism, literary works, economics and social class, and media representations.

WMS 310
FEMINIST ETHICS
This course explores theoretical issues regarding women's moral experience and feminist approaches to liberation from various forms of socio-cultural and political oppression. It explores the moral status of women from their own experiences and perspectives, in contrast to traditional Western ethics' characterizations. It examines and evaluates the ethic of care as an alternative moral perspective and investigates a variety of themes and values discerned in women's moral experiences. It explores feminist ethical perspectives on oppressive social practices, such as racism and violence against women, and examines the ethical dimensions of difference among women.

WMS 312
CONTEMPORARY FEMINIST SEX DEBATES
This course examines, analyzes, and engages in contemporary debates over sexual identities, desires, and practices along with their relationship to gender, race, class, and national politics. Some of the issues to be considered include institutionalized heterosexuality; lesbian, gay, and bisexual identities; sexual double standards; sexual "deviance" and transgression; pornography; prostitution; and gendered and transgendered identifications, among others.

WMS 314
ANTIRACIST FEMINISMS
This course introduces students to the wide array of feminist thinking regarding ideologies of race, racism, white privilege, ethnocentrism, racial and ethnic identifications, and their relationship to gender, class, sexual and national identities and locations. The ways that racism has divided women's movements and feminist organizations will be examined along with the work of feminist scholars, writers, activists, and advocates who have articulated explicitly anti-racist theories, analyses, and programs within the U.S. as well as internationally.

WMS 316
REPRESENTATIONS OF THE BODY
This course reflects the current explosion of intellectual interest in the body as a site of cultural meaning. We will enter this discussion by examining how the body, which seems to be a natural, universal fact, is also a deeply cultural symbolic construction. The readings attempt to capture the complexity of this evolving field using a multidisciplinary approach, including such fields as history, art, medicine, philosophy, religion, sociology, women's studies, and cultural studies. The course addresses the questions of how the body is socially created and sustained. It explores those questions in terms of tensions between nature and culture (to what extent is the body natural? cultural?), body and spirit (what does human "embodiment" mean? are we our physical bodies - and nothing else?), and how discourses of power converge in and on the body (gender/race/class/age/ability). Course topics include: the meaning of physical pain in Western history; the personal experience of and social construction of race in the U.S., with its background assumptions about skin color; the social constructions of gender, sexualities, and sexual desire; personal experience and the cultural "readings" and representations of male and female, old, disabled, and transgressive bodies; socio-cultural "readings" of physical violence pertaining to both victim and perpetrator.

WMS 318
HISTORY OF FEMINISM: SERVICE AND ACTION
This course examines the origins of feminism in the U.S. and analyzes the tensions between service and political activism in feminist movements. It is a service learning course. Students will work at community-based organizations serving women and will analyze their work experiences with regard to issues treated by the course.

WMS 322
FEMALE IDENTITIES: YOUNG ADULT LITERATURE (CROSS-LISTED AS WMS 422)
This course is an introduction to Young Adult Literature as a genre and explores how this literature relates to adolescent girls' experiences in diverse cultural contexts. It addresses themes related to physical and emotional development, the development of personal values and beliefs; the construction of identity; beliefs and attitudes about the body; interpersonal relationships; gender and sexuality; and coping with change, death, belonging, alienation, and escape. Course materials are multicultural with a focus upon the experiences of female adolescents in terms of ethnicity, culture, gender, religion, disability, as well as other dimensions of difference within national and international contexts.

WMS 324
WOMEN IN THEATRE: A GLOBAL PERSPECTIVE
This course examines the concepts of gender and theatrical performance with reference to history, culture, critical response, viewer interpretation, and identity in a global context. Students will study character as a dramatic image with respect to gender, race, and class; examine how dramatic images are as diverse as their cultural contexts; explore the concepts of reader and viewer response to theater; and interrogate the relationship between the American theatrical image and the larger global context within which images are created.

WMS 326
WOMEN AND LAW
This course investigates the variety of ways in which women come into relation with the law, e.g., through laws and judicial decisions dealing with equal opportunity. (Formerly 299).

WMS 332
CREATING CHANGE: CONTEMPORARY GLBT POLITICS (CROSS-LISTED AS WMS 432 AND PSC 312)
This course explores the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. GLBT groups and individuals are gaining political recognition, challenging institutions, and creating change by asserting claims to rights and protections under law. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture.
WMS 334
GROWING UP FEMALE IN A GLOBAL CONTEXT
This course will address issues related to growing up female and coming of age in the 21st century within a global context. We will focus on the following questions, what does it mean to be female, a girl, a young women in diverse cultural and cultural contexts, examining the ways in which community, family, peers, schools and relationships with others, popular culture and public policy influence their lived experiences, attitudes, beliefs, behaviors, choices and possibilities. The analytical framework will be rooted in understanding how the intersections of race, ethnicity, class, sexual orientation, religion, and belief systems influence notions of the self, the body, and the construction of female identities.

WMS 336
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.

WMS 338
SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW [CROSS-LISTED AS WMS 438]
This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950's, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. The U.S. legal system has reflected a complex set of social and institutional arrangements with regard to sexuality. This course explores the evolution and current construction of these arrangements, how power is allocated and adjudicated, and how law may be used to resist and dismantle pervasive discrimination.

WMS 339
DIVIDED SISTERS
This course explores in depth the historical, political, social, and emotional nature of relationships between Black women and White women in America. Societal constructions of race and gender, along with the constant interplay of class, sexual orientation, and other dimensions of difference will be identified, as will key themes and defining tensions and points of connections in women?s cross race relations. The course aims to improve understanding of the history between African American and European American women, to gain awareness of the political tensions stemming from with Civil Rights and Women?s Liberation movements, to gain understanding of the shared and varying beauty concerns of Black women and White women in this culture, and to develop strategies for improving communication and cooperation between women of varying racial identities.

WMS 342
GENDER AND LIFE: NARRATIVE RESEARCH (CROSS-LISTED AS WMS 442)
This course examines the qualitative research methodology of life narratives: conducting and transcribing interviews, developing narratives, and choosing methods of presentation and preservation. Students will collaborate with a specific grassroots community group that seeks to give voice to its members' experiences as they struggle with particular issues and perspectives concerning the intersection of gender, race/ethnicity, class, sexuality and religion. As students critically analyze these experiences and examine them through different disciplines and transnational readings, they will participate with members to develop empowerment strategies. By the acquisition of knowledge and skills concerning life narrative research, students in this course will be encouraged to explore ways that they and local groups can create their own community and come to common understanding about critical issues. This course affords students opportunities to experience direct links between academic scholarship, community activism, and social justice.

WMS 350
GENDER EQUITY IN SCOTLAND
This course explores issues of gender equity in Scotland today and their relation to the gender and human rights policy agenda of the United Nations. While in Chicago students will examine theoretical models upon which the Scottish gender equity agenda is based, and then travel to Scotland, where students will witness first hand the realities and experiences of institutionalizing those mechanisms. The course offers students experiential learning opportunities as they meet key players in Scots academic and policy communities who have been integrally involved in Gender Equity Initiatives.
CONTEMPORARY KNITTING: GENDER, CRAFT, AND COMMUNITY SERVICE
This course will explore the gendered history of knitting and its contemporary popularity as both a creative leisure-time activity and a means of providing community service. The social history and social construction of a gendered division of labor surrounding knitting, with its complexities, provide the theoretical foundation of the course. Students will learn the basic techniques of knitting and will be expected to practice their new skills in- and out-side of the classroom. They will reach a level of proficiency sufficient to producing a minimum of three contributions to service knitting projects.

FEMINISMS OF THE BLACK DIASPORA [CROSS-LISTED AS WMS 475]
This course is designed to offer a critical examination of black women's experiences and thought within a global and transnational framework. The course examines works by and about black women in diverse social, political, and geographical contexts: the continent of Africa, Western Europe, Canada, Latin America, the Caribbean, and Australia. Topics to be explored will include issues of politics and ideology; power and inequality based on intersectionality of race and other dimension of identity; agency, activism, and social movements; the mass media, popular culture and social policies.

UTOPIAN AND DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND [A&L]
What does the future hold for humankind on this planet and elsewhere? What will life be like in the not too distant as well as far distant futures? How will societies be organized? What kinds of cultural milieux will shape life and living? How will identities be articulated and negotiated? Who will govern? Who will be in resistance? Who will be present and who will be absent? How will things come to be? These questions will form the core of our study of a genre devoted to social commentary, envisioning vastly different ideas about the future, emergent from 20th century works.

BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS
Topics vary. This course is designed to address issues related to the particular experiences of women in the Black Diaspora. Topics will vary in terms of their particular focus in addressing issues that are important to understanding Black women's experiences in a US context and globally-making interconnections to the experiences of women of other ethnic, cultural, and national backgrounds. The course will provide occasions for students to study and examine issues such as Black women's cultural criticism, Black women in the arts, engagement in activism and social and political movements --literature and the media.

TEEN VIOLENCE PREVENTION [PREREQUISITE(S): INSTRUCTOR PERMISSION]
This course is an interdisciplinary experiential/service learning seminar in which students will participate in, and critically reflect upon, a relationship violence prevention program in Chicago area high schools. This class will explore adolescent development, considering the ways in which economic, social, political and cultural contexts influence that development. In addition, we will focus on adolescent relationships, group work with teens, aggression and violence in intimate -- in particular teen -- relationships, and evaluation of programs to prevent teen violence. Each week students will address a set of theoretical and/or practical themes that in some way relate to teen violence and aggression, as well as prevention of such violence. Discussions of each theme will draw on course readings, lecture materials, and perhaps most importantly, students' experiences working with teens in schools. Registration for this course will be by permission of instructor only.

QUEER THEORY: AN INTRODUCTION [PI] (FORMERLY WMS 284)
This course examines some of the central texts of queer theory in order to contextualize and historicize the notion of homosexuality as a primary category of identity. The issue of sexual normativity as it relates to gay and lesbian assimilation will also be discussed. Because of the significant relationship of gender and sexuality, we will also examine theories of embodiment and take up the debates around the politics of intersex and transgender identities.

WOMEN ACROSS CULTURES (CROSS-LISTED AS MLS 441, WMS 490) (PREREQ: SEE DESCRIPTION)
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(S):WMS 200, one WMS course and either junior/senior standing or permission of Women's Studies Director required. (Cross-listed as WMS 490 and MLS 441)
WMS 391
METHODS AND SCHOLARSHIP IN WOMEN'S STUDIES
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. Not recommended for non-majors. (Cross-listed as WMS 491)

WMS 392
INTERNSHIP
By arrangement. Variable credit.

WMS 394
WOMEN, SELF, AND SOCIETY SEMINAR (PREREQ: COMPLETION OF ONE COURSE OR PERMISSION OF INSTRUCTOR)
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(S):Completion of one course or permission of instructor.

WMS 395
WOMEN'S STUDIES ADVANCED SEMINAR (PREREQ: WMS 391 OR PERMISSION OF INSTRUCTOR)
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. Not recommended for non-majors PREREQUISITE(S):WMS 391 or permission of instructor.

WMS 398
TRAVEL/STUDY
(Cross-listed with WMS 498)

WMS 399
INDEPENDENT STUDY (PREREQ: PERMISSION)
Permission of the instructor and the Women's Studies Director required before registration. By arrangement. Variable credit.

Writing, Reading, Computation

WRC 104
COMPUTATIONAL SKILLS
The objective of this course is to increase the students' competence in working with numbers of ordinary arithmetic, using a large variety of practical problems and situations from basic sciences as motivation.

WRC 106
THE LEARNING PROCESS AND COLLEGE STUDY TECHNIQUES (BY PERMISSION ONLY)
The Learning Process And College Study Techniques (by Permission Only)

WRC 107
COLLEGE READING I
Emphasis on vocabulary development, inferential and literal comprehension techniques, and study skills necessary for successful work in college. Students placed into WRC 107 are required to enroll subsequently in WRC 108.
WRC 108
BEGINNING COLLEGE READING II
Continuation of WRC 107, with emphasis on the development of vocabulary and comprehension skills through reading a variety of texts. Students with demonstrated proficiency may be permitted to enroll in WRC 108 without taking WRC 107. Some sections of WRC 108 are designated for students for whom English is a second language (ESL).

WRC 195
SPECIAL TOPICS (BY PERMISSION ONLY)
Special Topics (by Permission Only)

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 and applications.

WRC 104TEST
WRC 104 COMPUTATIONAL SKILLS PREREQUISITE MET BY PLACEMENT SCORE
Student received a passing score on the DePaul Computational Skills placement exam. No credit is earned, but this will meet the WRC 104 prerequisite.

WRC 204TEST
WRC 204 BASIC APPLIED ALGEBRA PREREQUISITE MET BY PLACEMENT SCORE
Student received a passing score on the DePaul Basic Applied Algebra placement exam. No credit is earned, but this will meet the WRC 204 prerequisite.